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## *The Health of the Teacher*

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### *1. Fitness and Productivity*

It is now recognized in industry that the productivity of the human machine, with which the employer is primarily and usually wholly concerned, depends on the adaptation of that machine to the work in hand and its condition from day to day and from hour to hour. The effect of the hours of work on maximum efficiency is studied. The employee is examined as to his physical fitness with reference to the job to which he is assigned; he is protected against dust, excessive heat or light, needless fatigue, and accident; he is advised as to his general health; and the mental and social atmosphere of the shop are given due attention. In many large industrial establishments, efforts (growing by no means out of purely unselfish and humanitarian motives) are put forth outside the factory to improve the health and prolong the life of the employee by furnishing a better home and by provision of facilities for recreation both for himself and for his family.

If the health and fitness for work of the shop worker is of such importance to a few stockholders and operators, that of the teacher should be considered even more seriously by her immediate employers; by the 50 or perhaps 100 parents intimately concerned, and by the community which should be interested in the product of her endeavor. Moreover, the need for fitness for work on the part of the teacher, from the very nature of her duties, is in sharp contrast with that of the industrial worker. The activities of the latter have largely degenerated into the task of feeding the maw of some unchanging and unerring machine. Mental activity is of small account, and skill extends little farther than such coordination of a few bodily movements as will accomplish the task in the shortest time and with the least outlay of effort. On the other hand, the successful work of the teacher requires the understanding of, and ability to manipulate, 30 to 50 infinitely complicated machines with various capacities for work; each subject to change without notice from day to day and from hour to hour, and each affected more or less by surrounding conditions, the time of day, and particularly by the health of the teacher. It is of the utmost importance to all concerned that the teacher be always at her best.

The economic loss on account of human disability is enormous, whether this be from mere nonproductiveness or from poor quality of work turned out. In the latter case the loss falls upon the employer; and where the employee is paid in whole or in part during his absence from work this cost again falls upon the employer. The absence or ill-fitness for work of the teacher is a matter of concern to the public, which in this case pays the bills, though the teacher also suffers economically as well as physically and mentally. It is not likely that such disability can be done away with, but it can be reduced to a minimum.

## *2. Are Teachers Healthy?*

Various appraisements have been made of the health of the school teacher in the past, as compared with that of persons in other occupations, and there has been some statistical evidence that she is more subject to certain diseases than individuals in other callings. It is only within the past decade that any significant studies have been made of the subject, and we are only beginning to get a satisfactory picture of the state of the teacher's health and of her fitness for work.

### *Death Rates*

The death rate of London teachers during the years studied by Hart, 1911-1921, was only 3.63 per 1,000, as compared with 9.40 for the whole population of that city during the same period for the same age groups. For the New York teachers in 1914-15, the death rate was about 3.6 per 1,000 at all ages, and the rate for this year was not exceptional. Dublin remarks that these rates "are consistently among the very lowest recorded for any occupation."

While the death rate is a rough index of health, it does not necessarily follow that the teacher is as healthy as these figures would indicate.

### *Amount of Disability*

According to the statistics of the Denver public schools for 1922-23, the annual sick leave averaged 3.5 days per teacher. In Springfield, Mass., the foregoing school year, the average was 2.14 days for all employed—0.98 days for men and 2.33 for women. In the Cleveland schools the average number of days of illness per year per teacher for the period 1917-1922 was 4.79—the men being absent 2.20 days and the women 5.03. In 1922-23 the average absence for all teachers was 4.89; for men 2 days and for women 5.25 days. In the schools of Gary, Ind., the average number of days absence for all teachers on account of sickness was 3.52 in 1923-24 and 3.9 days in 1924-25. Dublin, in his study of the New York City teachers in

1914-15, found that the absence from disability for a period of not less than 3 days averaged 2.88 days. The average for men was 1.34 days and for women 3.11 days per teacher. Among the 65,000 teachers in the schools of Victoria, Australia, the amount of absence for 2 days and under in 1921 was about one-fourth of the total of absence for more than 2 days, and the same holds true of the Gary teachers. Applying these rates to the New York teachers, the total average number of days absence was about 3.84 per teacher; for men 1.79 and for women 4.15 days.<sup>1</sup>

In Houston, in 1925-26, the white teachers were absent 3.7 days, and the colored teachers 2.9 days each. (The school year in Houston is 173 days.) In Grand Rapids the average absence in a recent year was 4.1 days. (In this city the school year is 192 days.) In Akron, in 1924-25, the absence per teacher was 2.74 days, and in 1925-26 it was 2.34 days. In Richmond, in 1925-26, white teachers were absent 3.35 days and colored teachers 2.65 days.

In the London schools the average annual illness of men from 1904 to 1919 was 4.6 days, of single women 8.2, and of married women 9.2. Holiday periods were excluded in calculating these absences, as also bordering week ends, but week ends falling entirely within the period of absence were included. This, as well as the fact that the working year is about 30 days longer, makes any comparison of the amount of sickness with that for teachers in the United States unreliable. The fact that the death rate for teachers in London (3.63 per 1,000) is practically identical with that for New York City (3.60 per 1,000) would seem to indicate that the sickness rate of persons in the same profession may not be widely different in the two countries.

While the study of morbidity statistics in the Victoria State schools during 1914, 1920, 1921, and 1922 deals chiefly with absences of over 2 days for the calendar year and includes absences extending from vacation periods into the working year, absences for the actual working days were obtained for 1921. Using these figures as a basis, the average number of working days lost was estimated for male teachers as 3.35 days in 1914, 5.30 in 1920, 6.18 in 1921, and 5.12 in 1922. For women the corresponding figures are 8.07, 8.89, 9.71, and 9.45. The average number of working days lost per year for the four years was 7.62; by male teachers 5 and by females 9.09. The working year is, again, about 30 days longer than that of our schools. The figures are comparable with those for London, except that rural teachers were included in the Victoria study, and the slight excess of sickness is accounted for in the Victorian report as due to the difficulty of securing medical care for many of these country teachers.

<sup>1</sup> In the schools of the District of Columbia the average absence per teacher during the month of February, 1925, was 0.44 day. February is one of the months in which absence on account of illness is especially frequent.

The higher rates for 1920, 1921, and 1922 are considered due to post-war conditions.

While there are no statistics for workers in other occupations which are directly comparable, there are some which, when due allowance is made for length of year, time of year, etc., afford considerable information.

Among the male members of the Workmen's Sick and Death Benefit Fund of the United States of America—an organization which numbers over 180,000 members from under 20 to over 70 years of age and averaging 42.9 years—there was an average yearly disability from 1912 to 1916 of 6.6 days per member. As about one-fourth of the absences from work were due to industrial accidents, Emmet estimates the absence on account of illness at about five days. The benefit paid by this fund was only \$1.50 per day. A variety of occupations are included in the society, and in six of them the total average absence was less than five days.

Phillips, in his study of the amount of sickness in a group of about 700 civil service employees of both sexes, engaged in clerical work in the United States Public Health Service, in Washington, found an average absence of 6.6 working days per person. About two-thirds of this group were women.

In the Hood Rubber Co., during 1921, 1922, and 1923, the average number of days absence per year on account of sickness, among 10,984 men and 5,382 women employees, was 4.1 days for men and 8.9 days for women. These absences were for periods of two days or more.

Among 76,559 employees in factories of various kinds in New York State, from July 1 to December 31, 1919, the average number of days lost per person on account of sickness, lasting from three days to six months, was 1.1 days—for men 0.9 days, and for women 1.6 days. As there has been found to be about 10 per cent more loss of time from sickness in the first than in the second half of the year, the loss of time for the year is estimated at 2.33 days per person—1.89 for men, and 3.36 for women.

The period of absence studied (three days to six months) is about the same as that of the New York City teachers. During the period covered by this study the workers were eligible for health insurance compensation, and, in 1914, the by-law of the board of education read as follows:

For each separate period of continuous illness, the rules regulating refunds shall be as follows: For an absence of one day, no refund; for an absence of two days, a refund of one-fourth of a day's pay; for an absence of three days, a refund of three-fourths of a day's pay; for an absence of four days, a refund of one and one-half day's pay; full pay shall be granted for the fifth and succeeding days of absence, to and including the ninety-fifth.

In the New York office of the Metropolitan Life Insurance Co. the average number of days absence on account of sickness among male employees in 1922 was 4.1 days, and among female employees 8.4 days. Employees are paid full salary during sick leave not to exceed six working days during either period of six calendar months—January 1 to June 30, or July 1 to December 31.

In the home office of the Prudential Insurance Co. of America, Newark, N. J., the average number of days absence on account of sickness was as follows:

	Men	Women
1920-----	8.1	16.3
1921-----	6.8	11.1
1922-----	8.0	13.0
1923-----	8.0	13.0
1924-----	7.0	13.0

In this company "absences of less than six consecutive days' duration and not exceeding 12 days in the aggregate during any fiscal year on account of disablement will not be charged or accumulated against the employee."

Besides the two weeks, at full compensation, allowed those who have completed one year of service, an additional two months at 35 per cent of regular compensation are given. The plan is cumulative; a week at full pay and an additional month at 35 per cent compensation (after five years 40 per cent) being allowed for each additional year of service up to the thirtieth year. Absences on account of disability are, however, deducted from the accumulated allowance.

Mr. Brundage, statistician of the Public Health Service, has very kindly furnished some statistics tabulated in that service of absenteeism on account of disability among the 2,030 men and 492 women employed by a public-utility company in a New England city. The men were engaged both in indoor and outdoor occupations, and the women were all employed in office work, and hence afford a favorable group for comparison with teachers. The average number of days absence on account of sickness in 1923 for each male employee was 5.86 and for females 13.61. This company makes a very generous allowance for absence on account of disability, as its employees do not lose their wages up to the end of the fifteenth week.

In the post office of the City of New York during the fiscal year ending June 30, 1925, the 535 women employed were absent from duty on account of sickness an average of 28 days each. The average age of the women is approximately 35 years. The amount of disability among women in the post offices of some of the other large cities

## THE HEALTH OF THE TEACHER

is not so great, but the number employed in these offices was too small to make the statistics of value.

Among the 4,000 employees of the Jordan Marsh Co. store in Boston there was an average absence on account of illness from February 1, 1924, to January 31, 1925, of 5.30 days for men and 9.30 days for women.

The length of the teacher's working year is about two-thirds that of persons in the other occupations for which we have statistics, but it will be noted that even when divided by this fraction the average yearly absence among the latter is, on the whole, considerably higher than for the teachers, and that it is particularly high in the groups of clerical workers.

The comparison of the proportion of absence on account of illness will be easier by a study of the following table, in which the average yearly absence of all the industrial and civil-service groups has been reduced to two-thirds:

*Average number of days absence for the school year of teachers, industrial, and civil-service workers (the annual average of the latter groups reduced to two-thirds)*

Teachers	All	Men	Women
Springfield, Mass., 1922-23.....	2.14	.98	2.33
New York City, 1914-15 (3 days or more).....	2.88	1.84	3.11
New York City, estimated for all absence.....	3.94	1.79	4.15
Denver, Colo., 1922-23.....	3.50		
Gary, Ind.:			
1923-24.....	3.52		
1924-25.....	3.90		
Cleveland, Ohio, 1917-1922.....	4.79	2.20	5.03
Houston, Tex.:			
1925-26 (white).....	3.70		
1925-26 (colored).....	12.90		
Grand Rapids, Mich.: 1925-26.....	4.10		
Akron, Ohio:			
1924-25.....	2.74		
1925-26.....	2.34		
Richmond, Va.:			
1925-26 (white).....	3.85		
1925-26 (colored).....	12.63		
Total average for white teachers.....	3.86	1.50	3.49
<i>Other occupations</i>			
New York factory workers, 1919, (3 days to 6 months) <sup>1</sup> .....	1.55	1.26	2.24
Sickness and death benefit fund.....		3.33	
United States Public Health Service.....	4.40		
Metropolitan Life Insurance Co., 1922.....		2.73	5.60
Jordan, Marsh Co., Boston, Mass.....		3.53	6.13
Prudential Life Insurance Co., 1922-23.....		5.33	8.66
Hood Rubber Co., 1921-1923 (4 days or more).....		12.77	15.94
Public Utility Co., 1923.....		3.90	9.07
Post office employees, New York City, women, 1924-25.....			18.66
Total average for other occupations.....		3.39	6.40

<sup>1</sup> Omitted in general average.

<sup>2</sup>If the proportionate absence of men and women in all the cities listed is the same as that in Cleveland, the total average of women would be about 3.63 days.

<sup>3</sup>Period of absence offsets that of New York teachers.

<sup>4</sup>If the figures for post-office workers are omitted, the average absence of women was 6.33 days.

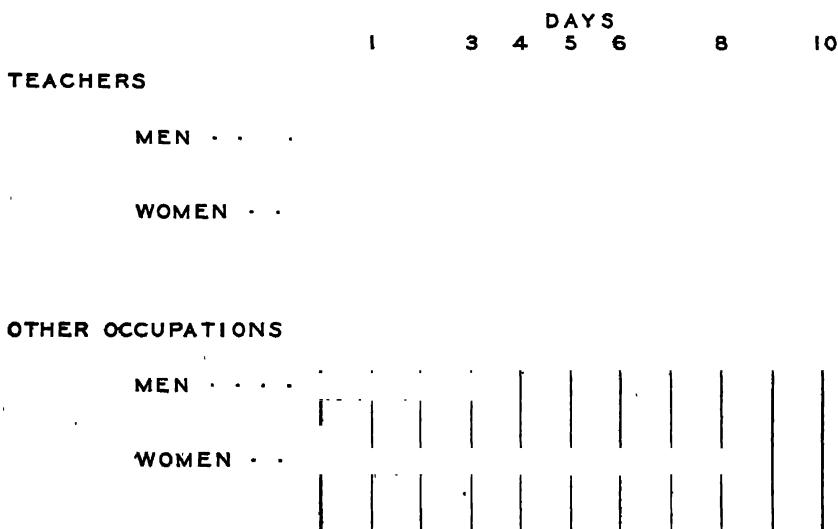
In the general post office service in London, the absences on account of sickness, in 1916, for clerical and supervisory employees, were

## THE HEALTH OF THE TEACHER

for men and 17.3 days for women. The absences of other workers, postmen, porters, etc., were, on the whole, considerably higher. Making allowance for the fewer days in which the teacher is employed, the absences on account of sickness among London teachers were much less than among the postal employees. In the postmaster general's department, in Melbourne, women employees, in 1921, lost 10.6 days each in a working year of about 280 days. Estimating the absence of female teachers for a corresponding number of days the Victoria report finds that each teacher was absent on an average 1.02 days more than the postal worker.

### AVERAGE DAYS ABSENCE ON ACCOUNT OF SICKNESS.

(IN TERMS OF APPROXIMATE SCHOOL YEAR.)



### *Causes of Disability*

Whether among teachers or other workers the diseases of the respiratory system (including influenza and tonsillitis) account for by far the largest number of cases of disability and for the greatest amount of absence from work. Among the New York City teachers, 1914-15 (absences of three days or more), they were the cause of 35.9 per cent of the cases of sickness of men and 42.7 per cent of those of women. Through the kindness of Mr. Rowe, director of the department of physical welfare, we have the causes of absence of the Cleveland teachers from December to June, inclusive, 1923-24. Among the men 35 per cent of the absences (52 per cent in junior high schools and 21 per cent in senior high schools) were on account of respiratory troubles, and among the women of the

elementary schools 45 per cent; in the junior high schools 53 per cent, and in the senior high schools 43 per cent. In the schools of Gary, Ind., 1924-25, the disability of both sexes on this account was 44 per cent.

In the Hood Rubber Co., during the period 1921-1923, the absences (for two days or more) from respiratory disorders were 42 per cent of the cases of sickness of men and 45.5 per cent of those of women. Among the Public Utility Co. employees 52 per cent of the cases of disability of men (many working out of doors) and 44.7 per cent of those of women were of this nature. Of the absences on account of disability of the New York State factory workers 47.9 per cent of those of men and 51.7 per cent of those of women (49.1 per cent for all) were because of respiratory diseases.

Gastritis, diarrhea, enteritis, and appendicitis accounted for 9.3 per cent of the absences of the New York teachers who were ill. About 8 per cent of the Cleveland men and 7 per cent of the women absentees had digestive difficulties; and 8.6 per cent of the Gary teachers had "stomach and bowel trouble." Among the employees of the Hood Rubber Co. the sickness from "diseases of the stomach" (diarrhea, and enteritis, and other diseases of the digestive system) amounted to 12.9 per cent for men and 13.7 per cent for women. In the Public Utility Co. the same group of diseases accounted for 18 per cent of the cases of sickness of men and for 17.7 per cent of those of women. Of the New York factory workers (illness of three days to six months) 14 per cent of the absences were from this cause, 15 per cent of men and 12 per cent of women.

The proportion of cases of "neurasthenia and nervous exhaustion" among the New York City teachers (three days or more) was 3 per cent for men and 8.8 per cent for women. These were about three-fourths of the absences on account of nervous disorders of different kinds. Of the disabled Cleveland women, 3.8 per cent of the absences were because of diseases of the nervous system; the cases of neurasthenia not being specified.

The relatively higher absence from nervous disorders among the New York teachers as compared with that for Cleveland teachers is doubtless due, in part at least, to the fact that only absences of three days were taken into consideration in the former case; and nervous diseases are likely to be of considerably longer duration than most causes of disability which affect the teacher. The New York teachers were also, on the average, somewhat older.

In the Hood Rubber Co. 2.8 per cent of the absences of men and 4.6 per cent of those of women were from nervous and sensory affections; neurasthenia and nervousness caused 0.3 per cent of absences of men and 1.3 per cent of those of women.

Among the New York State factory workers 4.4 per cent of the sickness of men, 7.8 per cent of that of women, and 5.6 per cent for both were because of nervous derangements; for neurasthenia the corresponding figures are 0.9, 3.4, and 1.7. Diseases of the nervous system were frequent causes of disability in the Public Utility Co., accounting for 4.1 per cent of the absenteeism of men and 11 per cent of women. A diagnosis of neurasthenia was given by the physician in 2.2 per cent of cases among men and 8.4 per cent of women employees.

While the percentages of absences from specific causes are not stated in the London and Victoria figures, the relative loss of time from each is given and these may be compared with similar statistics for the industrial groups. (See table, p. 10.)

In the London schools (1904-1919) the loss of time on account of respiratory disorders among men amounted to 46 per cent and among women to 42.5 of all absences. Of the loss of time by the Gary teachers 45 per cent was from this cause. Among the Hood Rubber Co. employees (two days' absence or more) 38.7 per cent of the time lost by the men and 39 per cent of that by women was on this account. In the Utility Co. 41.3 per cent of the loss of time by men was due to this cause and 42.6 by women. Among the New York State factory workers (three days to six months) 37.8 per cent of the time lost by men and 42.8 per cent of that of women was from this cause. For the Hood Rubber Co. employees (two days or more) the figures are 31 and 36.5, while for the Public Utility employees the percentages are 41.3 and 42.6.

For "gastric disorders" the absences of the London teachers were 7.4 per cent for men and 7.7 per cent for women; of the New York State factory workers (three days to six months) 17.6 per cent of the time lost by men and 14.8 per cent of that lost by women was from diseases of the digestive organs. Among the Hood Rubber Co. employees the corresponding figures are 16.3 per cent and 12.5 per cent; and for the Public Utility workers 12.4 per cent and 12.8 per cent.

Nervous and mental diseases accounted for the loss of 12.8 per cent of the time of the men and 17.4 per cent of the women in the London schools. In the Victoria schools the average absence in 1914 on account of neurasthenia was 10.67 per cent for males and 15.56 per cent for females, and in the period 1920-1922 the figures are 15.56 per cent and 15.67 per cent. Among the Hood Rubber Co. workers the corresponding figures for nervous diseases are 4.8 per cent and 5.5 per cent, and for neurasthenia 0.5 per cent and 2 per cent. The New York factory men lost 6.1 per cent of their total absence on account of nervous diseases, and 2.30 per cent from neurasthenia; the percentages for women are 9.4 and 4.60. In the

Public Utility Co. the percentage of days lost by men from nervous disorders was 4 per cent and for women 20 per cent; for neurasthenia the percentage for men was 2.5 and for women 15.3.

Disability due to dysmenorrhea is not greater among teachers than for women in other occupations. Apparently the London teachers did not lose more than an average of 0.13 days each in their long teaching year. Doctor Kerr estimates that not more than 20.1 per cent of the Victorian teachers were absent for not more than two days each in 1921. This would give an average absence of about 0.36 days. Doubtless the actual loss of time was less. About 14 per cent of the absences of Cleveland teachers for the six and a half months' period in 1924-25 were on this account. About 4.7 per cent of the cases of disability of the women in the Hood Rubber Co. were on this account, and the average loss of time was 0.5 day each. Fifteen per cent of the absences of the Public Utility women were from this cause, and the time lost was 0.68 day per employee.

In none of these studies does tuberculosis stand out with significance; but laryngitis is considered by Doctor Kerr of Victoria a true occupational disease of teachers. Not only may the excessive use of the vocal organs necessitated by teaching produce an abnormal condition, or aggravate an inflammation due primarily to another cause, but the teacher is incapacitated because of her need of vocal utterance when, in some other occupation, she might be quite able to attend to her duties.

*Percentage of cases of sickness, by cause*

Teachers and factory employees	Diseases of the respiratory system <sup>1</sup>			Diseases of the digestive system			Diseases of the nervous system			Neurasthenia			
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All	
New York teachers (3 days or more)	35.9	42.7					9.3			12.1	3.0	8.8	8.5
Cleveland teachers	34.0	45.0		9.5	7.0					3.8			
Gary, Ind., teachers		45					8.6						
New York factory workers (3 days to 6 months)	47.9	51.7	49.2	15.5	12.4	14.0	4.4	7.8	5.6	.9	3.4	1.7	
Hood Rubber Co. (2 days or more)	42.0	45.5		12.9	13.7		2.8	4.6		.3	1.3		
Public Utility Co.	52.5	44.7		18	17.7		4.1	11.0		2.2	8.4		

*Percentage of absence caused by different diseases*

Gary teachers												
London teachers	46.0	42.5	45	7.4	7.7		12.8	17.4				
Victoria teachers, 1914 (2 days or more)							16.3	23.2		10.67	15.56	
New York factory workers (3 days to 6 months)	38.8	48.8	40.2	17.6	14.8	16.5	6.1	9.4	7.8	2.30	4.60	3.10
Hood Rubber Co. (2 days or more)	31.0	36.5		16.3	12.5		3.7	5.2		.39	1.87	
Public Utility Co.	41.3	42.6		12.4	12.8		4.1	20.0		2.51	15.30	

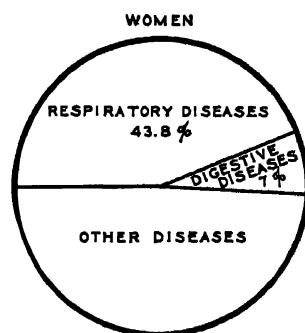
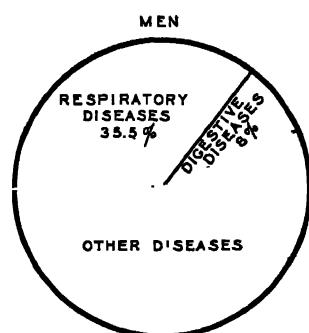
<sup>1</sup> Includes influenza and tonsillitis.

*Proportion Disabled*

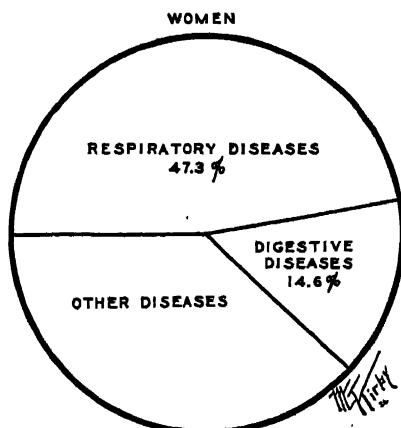
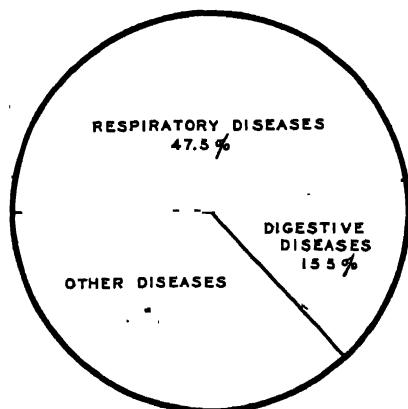
From 1904 to 1919 the average number of teachers absent per year in the elementary schools of London was 52.5 per cent; in other words, 47.5 out of 100 were not absent on account of illness. In 1914, in the Victorian schools, 18.68 per cent of the men and 32.11 per cent of the women were ill for two days or more. Of the New York

## NATURE OF ILLNESS

## TEACHERS



## OTHER OCCUPATIONS



teachers 18.7 per cent were disabled for three days or more during 1914-15. The percentage of total absences on account of sickness among Cleveland men teachers, 1922-23, was 53.12, and among women 78.70.

In Springfield, in 1922-23, the sickness was confined to 18.25 per cent of the men and 27.78 per cent of the women. In Gary, 64.4 per cent of all teachers filed benefit claims in 1924-25. In Richmond 60

## THE HEALTH OF THE TEACHER

12

tween the amount of the teacher's salary and the amount paid the substitute shall upon written order from the superintendent be paid the teacher for a period of 10 consecutive weeks following the close of the absence of the first two weeks.

*Detroit.*—A supervisor, principal or teacher shall be allowed 20 days' absence each year on account of personal illness without having the name of the teacher taken from the pay roll, this allowance for absence being cumulative, but not to exceed a total of 80 days. There shall be no deduction of salary for the first 10 days of such absence in any one year, but after such 10 days of absence there shall be deducted in the case of elementary and kindergarten teachers, \$7 per day, and in case of other teachers where the monthly contract salary does not exceed \$229, \$8 per day. When the monthly contract salary exceeds \$229 there shall be deducted 80 per cent of the daily salary.

When no substitute is employed the amount deducted from the teacher's salary shall be given to the Teachers' Retirement Fund. When a substitute is employed the difference between the amount deducted from the teacher's salary and the amount paid the substitute shall be given to the Teachers' Retirement Fund.

When a teacher is absent on account of the death of a member of the immediate family, grandfather, grandmother or any relative with whom he makes his home, no deduction shall be made on account of such absence for a period not to exceed five days.

*San Francisco.*—Teachers absent on account of illness, for not more than five teaching days, in any one school year, may receive full pay for such five days' absence upon written application to the superintendent. This application must either be accompanied by a certificate from a physician certifying to the fact that the condition of the teacher's health necessitated absence from school, or else the cause of such absence must be verified in writing by the principal of the school.

Teachers who are seriously ill, and absent from duty for 15 consecutive teaching days (not counting Saturday and Sunday), in addition to the five days provided for above, may be granted half pay for 10 of these days upon application from a physician certifying to the fact that the condition of the teacher's health necessitated the absence.

Teachers in quarantine through sickness of others are not entitled to sick benefits.

*Los Angeles.*—Teachers who, on account of sickness, or absence, or who, for any other cause, serve only a fractional part of the school term, shall be paid only the proportional part earned for time actually taught; provided, that when absence is occasioned by their own sickness, teachers assigned full time shall receive half pay for the period of such absence not to exceed 10 days in any school year; and provided further that teachers assigned for a fractional part of any year shall receive sick-leave pay in the proportion which their assignment time bears to full time. This sick-leave regulation shall not apply to teachers doing substitute work.

In England the regulations of the local authorities with regard to sick leave are not so various as in the cities of this country. There is much more liberality, at least half the county boroughs granting a month or more leave with full pay to all teachers, with as long a period at half pay. In a number the full pay extends over a period of three months with three months at half pay. Ten of seventy-seven authori-

this account one would expect the respiratory diseases, and also the total amount of all diseases among teachers, to be relatively higher. Among the New York, London, and Victoria teachers the amount and duration of illness increased with age; and among the Workman's Sick and Benefit Association the frequency and length of sickness also progressed in the same way. The New York teachers averaged about 10 years younger than this group of industrial workers, and this younger age might be expected to offset the effect of the season in which they work. The Cleveland teachers are, however, still younger than the New York teachers, but both the frequency and length of illness declines with advancing years. In Richmond (1925-26) there was an increase in days of illness up to the age of 57. In the Springfield data, age had little correlation with the amount of sickness. On the whole, it would seem, therefore, that the age of the teacher can not be made to balance up the disadvantage of the season in which she works as she is not younger than those in other occupations considered, nor does sickness progress with age in all the school systems studied. We would still expect the amount of sickness among teachers to be relatively higher.

The women employees of the Public Utility Co. are even younger on the whole than the women teachers in the Cleveland or other public schools; and the fact that the number of cases attributed to neurasthenia is so large would seem to indicate that in their occupation some of the same conditions are at work as affect teachers in this direction. Both teachers and clerks have much to do with people; the industrial workers have more to do with things.

### *Teaching Conditions and Sickness*

In the study of the sickness of London teachers an analysis was made with reference to the effects upon health of the conditions in different districts, and it was determined that school environment plays a comparatively small part in determining illness. In the Cleveland study neither the type of school (elementary, junior, and senior high), the grade taught, the subject, the nationality of pupils, the type of building, nor the type of heating or ventilation was found to have any significant influence on the absence of the teacher; nor was there any apparent difference as regards teachers working in congested or more open sections of the city.

It is interesting that the much lower temperatures at which the English schools are kept, as compared with those in this country, seem to have no effect on the proportion of illnesses or length of absence from respiratory diseases.

Carrothers states that the teaching of no one special subject in the junior and senior high schools of Cleveland and Springfield

seemed to have any special influence on the health of the teacher. The "physical education teachers in one city had a slightly greater amount of recorded absence for illness than teachers of English." In Gary, in 1923-24 and 1924-25, the per cent of the 36 physical training teachers filing claims for benefit on account of illness, was highest of all teachers, except that of the 30 kindergarten teachers and the seven teachers of health and hygiene, and the last group headed the list. The numbers were few, however, and the high rates of absence for these special teachers simply show either that most of our illness is due to inherent or to unavoidable external conditions, or that our theory in health matters is far ahead of our practice even among those from whom we might expect a good example.

#### *Sickness Absence and Sickness Allowance*

It is "human nature" for some of us to wish to escape, on comparatively slight excuse, from routine work which is fatiguing or otherwise unpleasant, especially if our salary goes on during the absence.

There is nothing in the statistics we have before us to indicate that teachers are more frequently absent than those in other occupations who are granted a similar period of sick leave with full pay; nor, in the school systems from which we have figures, does the length of absence, or number of teachers absent, correspond with the amount of sick leave allowed.

In Springfield, where 10 days on full pay and 10 on half pay are given, the average absence was 2.14 days; while in Cleveland where no allowance is made beyond 10 days annually with full pay the average absence was 4.79, or over twice as great. In Denver where the five days' allowance is cumulative, up to 60 days, the average absence was but 3.50 days.

In Gary, where the board of education appropriates \$30 per capita to employ substitutes in case of illness of teachers, which sum was insufficient of late to meet the total disability from sickness, the average number of days lost by all teachers was 3.52 in 1923-24 and 3.9 days in 1924-25.

The allowance of the Metropolitan and Prudential insurance companies is, when the length of working years is considered, hardly more liberal than that for the above teachers, though the amount of absence is twice as great.

#### *Summary and Conclusions*

So far as the death rate is indicative, teachers are, as a class, remarkably healthy. When the number who are sick and their length of absence are compared with the records for industrial workers

and clerical groups, the health of the teacher remains superior. Whether this would be true if the teacher were obliged to work as many days as are persons in other occupations we can not say, though the comparative statistics from London and Victoria would seem to prove that the story would be different. It is not to the advantage of the teacher to be absent from her classes, if she can avoid it, and it may be that if the same incentive to be present existed in other occupations the employees would be less frequently absent.

The amount of sick leave allowed seems to have no influence upon absenteeism of teachers, though one can not but suspect that it may be taken advantage of by those in other occupational groups from which we have statistics. There is considerable difference in the amount of disability in the school systems in this country for which we have data, but it is not impossible that this is due in large part to climatic differences and to size of community. In a large city like New York or Cleveland, a teacher who is not well might hesitate about attempting to go long distances to work, whereas in a smaller place this would not seem so formidable or inadvisable.

From the statistics for causes of disability we can certainly conclude that the teacher is not, as has been supposed, more subject to diseases of the respiratory organs, such as colds, tonsillitis, influenza, pneumonia, tuberculosis, etc., than are other indoor workers. The percentage of cases and absence is as low as in other occupations, and considering the season in which the teachers works and the proportion of total cases of absence and period of absence on account of sickness, the illness from respiratory diseases is considerably less than among other workers.

Evidently there is nothing in the occupation of teaching more than in the other kinds of work considered which predisposes to respiratory disorders or increases their dissemination. While the frequency of such diseases can be reduced by personal hygiene, we do not yet know to what degree they are preventable in this way or in how far they depend on heredity or temporary immunity of short or long duration. Only about 10 per cent of us do not have colds.

Diseases of the digestive organs are less common among teachers than among the other groups studied, which speaks well for the degree of knowledge of hygiene and for the health conscience of the former; for these diseases are chiefly the result either of individual or communal ignorance of the what, when, and even why of feeding; and there is no question as to whether or not they can be reduced by the practice of our present knowledge. Even the nervous wear and tear of teaching, which must often result in dyspepsia in many instances, does not raise the percentage of illness or absence from this cause to that of the other workers. The teacher must be given credit

for taking better care of herself along these lines than the average person.

When it comes to nervous diseases and especially to those unhappy conditions labeled neurasthenia or nervous exhaustion, the case for the teacher does not seem so favorable; especially if we can take the figures for the New York teachers as indicative and compare them with those for industrial groups. The high percentages of absence of teachers in the London and Victoria schools can not be interpreted by one unfamiliar with methods and conditions of teaching abroad, and one can only wonder how much the longer teaching year (by some 30 days) has to do with this. When compared with the sickness in the Public Utility Co., it will be seen, however, that the number of cases and the total loss of time are even greater for these clerical workers than for teachers.

Again, one can only surmise that the difference between these two groups and the industrial workers is due, on the one hand, to the wear and tear of dealing with people, and, on the other hand, to the objective business of working with things. The industrial laborer feels also that he has more freedom in that he can usually throw up his job and get another if he is not well treated.

Of the groups of diseases considered, neurasthenia increased with age up to 45-54 among New York teachers. In both London and Victoria the percentage of teachers suffering from this disease increased about threefold from the earliest years of service up to the age of 50. The average number of days lost by the London teachers also increased three times during these years. This increase was most marked among single women. There was no advance in sickness from other diseases studied, except from rheumatism. The seriousness of nervous exhaustion from the mere loss of time standpoint is indicated by the New York statistics. Over 41 per cent of the 328 cases lasted more than a month. While the average duration of a case of tonsillitis among the New York teachers lasted only seven school days, and of influenza 8.9 days, the average disability from neurasthenia was 30 days.

While neurasthenia and other nervous disturbances may not incapacitate the teacher more than is the case in some other occupation, and though, owing to conditions aside from occupation, cases are likely to appear in any suitable soil, such conditions are so prejudicial to the work of the teacher when she is in school that every effort should be made to reduce them along lines of selection, training, and supervision as indicated elsewhere.

Dr. H. W. Stevens, of the welfare department of the Jordan Marsh Co., Boston, reports frequency of functional nervous disorders among a large group of sales people (workers, again, who deal constantly with human kind). He reports over 9 per cent of the total

time lost through illness as due to these causes, while about 10 per cent of all workers manifested disability from such complaints. Conclusions can not be safely drawn from statistics from these few sources, but whether or not this disease is unusually frequent among teachers, we can be sure the amount of disability from nervous exhaustion is far greater than it should be. This subject will be taken up again later.

#### *Condition for Work*

While there is nothing to indicate that the teacher is shorter lived or is absent on account of sickness more than any other worker, it does not follow that, though on duty as regularly as other workers, she is always in condition for her strenuous work, or in as good condition as she ought to be when the nature of that work is considered. An automobile may run with only half its cylinders in action, or with a flat tire, but it will not run as it ought or best serve the purpose for which it was intended.

The report of the New York Commission on Welfare of Teachers says that "according to their own statement, teachers frequently attend school when they are physically unfit to teach; 36.6 per cent of teachers who gave information report nervous disorders during the two-year period 1913-1915, though only 2.6 per cent of the group report absence during this period because of nervous disorders." The supervisors who furnished information on the subject stated that 16.3 per cent were "nervous," 11.4 per cent were "irritable," and 9.2 per cent were "low in vitality." Any of these conditions is fatal for best work in the teaching profession, or for the enjoyment of life.

Of the teachers themselves, 31 per cent of those who replied did not consider themselves as sufficiently vigorous to meet successfully the continuous strain to which they were subject, and 30.3 per cent reported their health as worse at the time of answering the questionnaire than when they began to teach. As only 20 per cent of the questionnaires sent out were answered, one can not accept any of these figures as representative, though it is painful to think that even 6 per cent of all the teachers of this State (or 50,000 in the country at large) do not feel equal to their tasks.

The general physical conditions of work of the teacher, except those of prolonged standing, excessive use of the voice, and of the eyes, do not seem to be significant, and we must come to the conclusion that it is chiefly the mental conditions, and the lack of adjustment to them, that bring about such an unfortunate frequency of ill-fitness or exhaustion. Personal attitude toward health, her knowledge of hygiene, and her daily habits are, however, very important factors, and the sanitary state of the school plant adds its quota to her balance of health or ill health.

We should not be at all content if the health and working capacity of so intelligent, well-informed and important a public agent as the teacher should equal that of the community at large; for we know that average to be lamentably and unnecessarily low. Her selection of work should be wise; her training should help her to a knowledge of mental as well as physical hygiene, while the appreciation of the importance of her position should keep her on a high level of its practice. On the part of the employer it is imperative, from a mere economic, if from no higher standpoint, that the conditions under which the teacher works should be made as conducive to health as possible.

It is well known that many teachers have found their way into a profession for which they are not physically fitted and that the knowledge of hygiene possessed by many of them is low and their indifference to health is correspondingly great. After a long experience, Doctor Newmayer is led to exclaim, "Those frequently in contact and closely observing the work in class can not but be impressed with the apathy of teachers for their own physical welfare." The director general of health for that progressive country, New Zealand, where thorough medical examinations are given by the school staff of candidates for the teaching profession, exclaims, "It is indeed a matter of surprise that any candidate should think of coming up for examination with untreated dental caries." There are such candidates in our own country.

According to Doctor Olrich, of the American Red Cross, out of 3,000 teachers examined in our Northwestern States, 17 per cent had decayed teeth, 22 per cent were in need of glasses, etc. She says:

Probably the majority of our rural teachers come from homes in which there is an entire absence of health traditions. Many in our Northwest have grown up on the dreaded coffee and pancake diet, in houses sealed tightly all winter, not only with nailed double windows, but with the foundations banked up on four sides with steaming manure. Personal contact with many of the normal school girls and a knowledge of their life histories, gained while I was lecturing for the State board of health, not only impressed me with their common lack of health knowledge and health consciousness, but even more with the frequent neglect of their teeth and tonsils, and physical defects generally. And the normal school girls, it must be remembered, are distinctly a picked class. That these girls could teach parrot wise a few toothbrush rules may be granted, but that more than an inspired few could arouse their charges to an active health crusade seems hardly logical.

On the other hand, school-housing conditions under which teachers work are often far from what they should be. Sixty-six per cent of all the teachers replying to the question of the New York State committee, report insanitary conditions in their schools, though perhaps these may in many instances have been due to the lack of knowledge.

on the part of the teacher. Recent surveys of the school buildings and their water supplies in other States would show that insanitary conditions, especially in rural schools, are often deplorable.

Much responsibility rests with the training school in its choice, care, and preparation of teachers; much responsibility rests with the immediate supervisor of the teacher, some with the school board and the community; but a very large share indeed devolves upon the teacher herself.

### *3. Responsibility of the Training School*

#### *Examination and Selection*

A thorough physical and mental examination should be given at entrance by first-rate examiners, and applicants who are obviously unfitted for teaching should be rejected.

When the pupil exhibits remediable defects it is to the advantage of all concerned that the remedy of these be demanded, as is done in Connecticut (see elsewhere in this bulletin), within a reasonable time, so that the teacher becomes not only better fitted for her work but an example to her pupils. Visual defects should be helped, defective teeth put in a healthy and aesthetic state, diseased nasal and throat conditions remedied, facial blemishes removed, and evident bad bodily habits corrected.

On the physical side we are fairly well equipped for detecting certain diseases and defects which are likely to make teaching a burden or a failure, but we obviously need to develop, if possible, some means of determining the degree of "fatigability" or that peculiar physical state which predisposes to irritability, or to neurasthenia. Some means also of determining the mental attitude and reaction of the applicant or novice toward child behavior in the classroom would be of inestimable value. Where one teacher has but slight immunity to tuberculosis, and will be subject to conditions which will light up a latent infection, there are 10 who possess a nervous mechanism or a mental background which is highly susceptible to nervous exhaustion and which will certainly be exposed to the conditions which will bring about this unfortunate state.

It is most important that examinations and medical supervision be left to a physician employed by the school as only such can be fair to all concerned. Such an examiner should be chosen for broad training and experience.

#### *Housing and Feeding*

It is the duty of the training school to do its utmost to improve and conserve the health of the prospective teacher. While it is

unnecessary to provide all modern luxuries, the dormitories should be examples of sanitary housing and the table an object lesson in dietetics. It should be at all times a "training table" for healthy men and women. If pupils are housed outside of dormitories, conditions in such quarters should be supervised by the school authorities.

#### *Preparation in Hygiene*

The student should be taught the principles of hygiene and be experienced in their application. She should, of course, be trained in school hygiene, in the recognition of the signs of communicable disease in children, and in the observance of physical defects; for the condition of the pupil reacts upon the physical and mental atmosphere of the schoolroom and upon the work and health of the teacher. There should be training likewise in an intimate understanding of child behavior, individual and collective, and such mental attitude toward work should be instilled as will tend to reduce wear and tear from worry and anxiety to a minimum. The hygiene of supervision is a chapter of great importance in the training of principals and supervisors, for the mental atmosphere for which these officers are responsible is of more moment for the health of the teacher than the physical atmosphere of the school plant.

### *4. Responsibility of the Local Board*

#### *The School*

As pointed out elsewhere, it is to the interest of the employers of teachers, even more than the employers of other human machines, to furnish the most healthful working conditions. And in furnishing properly lighted, clean, well ventilated, well heated, and wisely janitored rooms and buildings the employer supplies, at the same time, the best working conditions for the pupils. In new buildings and especially in consolidated schools it is also possible to make provisions for rest between sessions, facilities for securing a good noon lunch, and private toilet accommodations.

#### *Housing*

Good houses can not always be rented, and in "boarding round" the single teacher does not in many communities find conditions such as to keep her physically or mentally in trim for her best work, and she is likely to "move on" as soon as she can do so. The number of teachers' homes that have been erected testify to a growing appreciation of the need for comfort and for privacy, and in the great majority of cases they have proved to be more than worth the cost. In some cases houses already built have been rented and furnished by

the board of education and given, rent free or at a nominal sum, to the teacher.

### *Salary*

The salary of the teacher has much to do with her physical and mental health. Fortunately the avenues of outlet from the business of teaching to other lines of work are becoming so numerous that the competent teacher must be well paid to retain her longer than the years when she lacks experience and is perhaps second rate by measurement of her own capacity. The better the salary the better off both the pupil and teacher ought to be. The question of salary and present salary schedules are set forth in detail in the research bulletin of the National Education Association on public-school salaries in 1924-25.

### *Pensions*

The provision of pensions for teachers can not but improve the working quality of the teacher, not so much by making her superannuation more humane, but by removing a source of friction from the mental machinery.

The reasons for the establishment of pension funds and the best methods for making such provisions are to be found in the report of the committee on the problem of retirement allowances of the National Education Association, published in 1924. The report reviews the progress in this direction to that date, and sets forth admirably the reasons for the provision of retirement allowances. At the time of its publication 22 States had made some state-wide provision in this respect, while 15 cities and 2 counties have local retirement systems independent of those of the State.

### *Sabbatical Leave*

Sabbatical leave is granted in some cities and can not but be beneficial. Doctor Newmayer has suggested a week of rest every three months, though the frequent vacations of the school year would seem to be sufficient respites if the teacher takes adequate care of her health meanwhile.

Two paragraphs from the recently adopted by-laws of the New York City schools, on this subject, may be of interest here:

Under regulations set forth below the board of superintendents shall recommend to the board of education for approval a sabbatical leave of absence with pay, for a period of a school term, to any member of the teaching and supervising staff in the public day schools for purposes of study, travel, rest, or restoration of health; on condition that from the salary of the member to whom such leave is granted there shall be deducted an amount equal to the pay of a substitute for each school day during the period of such leave.

The number of sabbatical leaves to be granted for any term shall not exceed 50 to members of the teaching and supervising staff in high schools and

training schools, and shall not exceed 100 to members of the teaching and supervising staff in other day schools.

An application for a sabbatical leave shall be made on a special form to be provided for the purpose, which form shall include the conditions upon which the leave may be granted.

No sabbatical leave shall be granted to any member of the teaching and supervising staff who has not rendered at least 10 years of service in the public schools of the city of New York.

In granting sabbatical leaves preference shall be given to the most deserving applicants in length of service, teaching ability, and record for attendance and punctuality. The needs of the school system shall be considered.

#### *Medical Supervision*

The machinery of medical inspection is fast becoming a fundamental part of the school system; and as it is developed and made more adequate it can be applied to preserving and improving the health of the teacher. The teacher should have the privilege of thorough periodical examination, consultation at any time, and even treatment where the facilities allow. These should be given not with the old-time intent or spirit of finding whether the teacher is in condition to be rejected or discharged, but whether anything can be done to make her a healthier, happier, and more effective agent of the school and public service.

#### *Sick Leave*

School authorities are wise in granting sick leave with pay for at least 10 days a year in order that the teacher, whose salary is never too large, may not feel it incumbent upon her to remain in school when actually unfit for duty. Springfield and Cleveland allow 10 days sick leave with full pay; and Denver gives 5 days a year, which is cumulative over a period of 12 years. The statistics given elsewhere would seem to indicate that the privilege is not abused. On the contrary, the teacher knowing the responsibility of her position, and conscious of the demoralization of her pupils that may take place during her absence is likely, in many instances, to be present in school when she ought to be absent. Examination of returning absentees by a good medical service would be helpful in preventing the unfit from assuming their duties at too early a moment. Present practice in the granting of sick leave is taken up again later in this study.

#### *5. Responsibility of Supervisors*

The behavior toward the teacher of her superior in the school is of the utmost importance for her happiness and health. She will be at her best and do her most only for a principal who is kindly and helpful. The principal should, of course, have a thorough knowledge of school hygiene and sanitation on its physical sides, and he

should put that knowledge into everyday practice; but his appreciation of the conditions which make for mental ill health, for "nervousness," "irritability," and "neurasthenia," ought to be as acute. Carrothers, in his study of the Cleveland schools, came to the conclusion that—

in all probability there is a rather direct relation existing between the type of principal and the state of health possessed by teachers \* \* \*. When a principal understands the teachers, the problems and difficulties they must contend with, and the strain under which they work, and when in addition to this understanding the principal makes a definite attempt to keep the school machinery well oiled, the teachers will usually be found living a more nearly normal, physical, mental, and social life. Examples might be cited in Cleveland of several such principals.

In at least one Cleveland school where sanitary conditions were carefully supervised and where "the principal cooperated by reducing as much as possible the strain of teaching conditions," the attendance of teachers was remarkable; there being an average of but 0.9 day's illness per year for the five-year period from 1917 to 1922, as against 4.79 days for women in all the schools. When the amount of illness which is as yet inescapable is considered, these figures seem too good to be true, but they may represent a possibility of attainment, especially when we remember that teachers would be much more likely to be at their posts when unfit for duty under a principal whom they feared.

## *6. Responsibility of the Community*

If those officials employing and supervising teachers should furnish the best physical conditions toward maintaining the health of the teacher, the community as a whole can not afford to be niggardly on the mental and social side. The teacher is the most important agent in the community. She ought to be correspondingly the most cultured, and society of the best sort should be ready to make her welcome and to give her its full moral support in all her efforts. Such backing from the best people, led by the members of the board of education, will be of much influence in maintaining her in health and full effectiveness.

## *7. Responsibility of the Teacher*

In accepting her position the teacher assumes the responsibility of giving to the school, and through the school to the community, the best that is in her. In doing so she falls under the influence of the most powerful stimulus to the attainment and maintenance of the highest health, for one can only do his best when he is at his best. It is only those who take life and their task seriously who take the matter of health seriously. The conscientious teacher will

be interested first in her health. She will know her powers and her limitations. She should have in mind also that in the matter of health and of personal appearance she is unavoidably an example to her pupils.

### *Physical Examination*

If a physical examination is afforded by the school authorities, the teacher should make the most of it; not merely to learn if she is able to teach, but how she can make herself better able. If such an examination is not given, or if she does not consider it sufficiently thorough, she should visit another physician every year or two. She should have her teeth examined at intervals of six months or a year, depending on their quality. If she needs glasses, she should be sure that these are not only properly prescribed, but correctly made; as opticians are human and sometimes make mistakes in filling prescriptions. Having had her bodily machinery overhauled and put in best condition, she will find the matter of "room and board" of next concern.

### *Housing and Feeding*

The teacher should, if away from home, select as comfortable (clean, sunny, warm, and quiet) a room as she can find and afford. A comfortable bed, an easy chair, and a good artificial light, properly shaded, may be considered an essential part of her outfit. But the human machine will not do its best without good food at suitable times; for, as Doctor Johnson says, it needs daily to be "repaired by kitchen physic." The teacher needs a not excessive quantity of well-prepared food; not such, however, in either quantity or quality as the person at vigorous work in field or shop could consume with impunity. She can not be too careful in this age of over-refined and denatured foods to see that she has all the elements which are needed for keeping the nervous machinery in good repair; for, as pointed out by Dr. Frederick Peterson, president of the American Neurological Association, irritability and anxiety of all degrees can be produced in animals on diets which are wanting in certain food essentials. She should be concerned as well with quality as quantity of her diet, for faulty nutrition is certainly a factor in bringing about nervous disturbances.

### *Dress*

The school-teacher who dresses with good taste, sensibly and attractively, with frequent changes in some minor feature, will find her work easier than one who is indifferent, dowdy, or unchanging. She will be particular to wear comfortable shoes, overshoes on damp

days, and a suitable wrap on cold days. If she is a really live teacher, she will not need to be heavily clothed indoors, but she must not be so scantily clad that she finds a temperature as low as 65° uncomfortable. In other words, she must not be so dressed as to be chilled at temperatures most suitable for children.

### *Sleep*

Teaching involves unusual stress and strain on the nervous system. Nine hours is none too much of sleep, or at least of rest, for the average teacher. She should go to bed to sleep and not for the purpose of thinking over incidents of the day. Too many of us form the habit of reviewing such happenings, especially the disagreeable ones, at an hour when we can not see things in their proper perspective.

### *Daily Routine*

Notwithstanding that for five and a half days a week the teacher belongs to the school, a host of teachers begin the week, and each of the five days with inexcusable ill preparedness. They go to bed late, arise late, eat a hurried breakfast, have no time to visit the toilet at the most auspicious time, although, as Voltaire remarked, "our character and turn of mind are most intimately connected with the toilet," and are at their desks before digestion has had a fair chance to get beyond the stage when mental conditions affect it strongly.

To cap the climax the teacher may have allowed some extraneous business to interfere with that complete preparation for the lessons of the day which are needed for a high standard of teaching, and for that ease of control of pupils which is possible only with thorough preparedness. Experienced teachers may need little time for this but not so the novice.

### *Needless Fatigue*

Standing is a very fatiguing business and is so recognized in industrial occupations; and, while this position is necessary for much school work, it should be avoided as far as possible. A few minutes of rest in the reclining position at noon or after school is of great value.

The use of the voice requires more energy than we commonly think, and it should be conserved by the cultivation of a distinct rather than loud utterance and by having the pupil "do most of the talking."

### *Sanitation*

At school the teacher should see that the temperature is not too high and, where possible, the windows should be opened for ventilation. Drafts are, however, to be avoided.

The schoolroom should be kept as free from dust as possible. Pupils should be taught to clean their shoes or remove their overshoes on entrance; erasers should be cleaned out of school, and sweeping and dusting should be done after school in as dustless a fashion as possible.

The teacher should not remain in the room at the time it is being cleaned or dusted unless she must assume these duties herself; in which case she should use the most dust-free methods of cleaning and protect her nose and mouth accordingly with as many layers of gauze as she can breathe through with comfort.

The light of the schoolroom should be ample and in the right direction for the pupils; but the teacher should avoid, as much as possible, the glare from looking directly into the light, as at unshaded rear windows, or artificial lights.

#### *Condition of the Children*

The air of a schoolroom, aside from its content of dust, does not reach its acme of purity unless the pupils are clean without and within. It is to the advantage of the health of the teacher as well as of the pupils that the latter be stimulated to cleanliness of skin and of clothing and that their mouths be as free from carious and unbrushed teeth as possible.

Children suspected of having a communicable disease should, of course, be promptly detected and isolated.

It goes without saying that the teacher should know her pupils mentally and emotionally, and yet many teachers are far from knowing or attempting to appreciate the primitive roots of their behavior, especially of that which (usually due to our own lack of understanding) we call misbehavior. Some of this latter develops from general faults of the system of schooling, even from a very natural rebellion against the unnatural business of cooping children in cages for five hours a day. By adapting herself to the child mind, which does not differ much from our own, by giving children the credit they deserve, and by keeping them busy, the teacher will go far to avoid the harboring in her consciousness of those seeds of foolish resentment, anxiety, and worry, which make school to keep 24 hours a day and 365 days a year. We are made for objective work, and we thrive on hard work if we are rightly adjusted to it, but introspection and anxiety soon play smash with the human mechanism. As we have pointed out elsewhere, these are the sources of occupational injuries and incapacity especially characteristic of the teaching profession, and should by all means be avoided.

She should go farther than this, however, and be able to recognize the common defects of children which hamper them in their school work, such as defective vision, deafness, obstructed breathing,

and malnutrition. Her work will be easier where children with such defects are put in better condition, and she will find it to her own advantage to interest herself in getting such handicaps removed.

The daily habits of the child affect his condition for work, and the teacher will find it expedient to stimulate him to the few essential practices which make for health. Both the remedy of defects and the practice of healthful habits demand, in many cases, an intimate contact with the home. Parents are more interested in the health of their children than in anything else and than anyone else, and the bond of intimacy secured by tactful approach on the subject is readily extended to the other activities of the school program.

### *Recreation*

While school work must cover more time than the mere period of class work, the teacher should not allow her hours to be unnecessarily encroached upon by professional duties. There should be plenty of time for recreation, provided it is truly recreative. There should be some mind-absorbing pursuits, and such social engagements as will not be detrimental to health or efficiency. The ill-ventilated moving-picture house, with its flow of continuously changing light, may not be most conducive to best results, though it will be better, on occasion, than no means of escaping from self. Change or variety is the spice of life, and many a teacher has been lacking in spice. There should be variety even in teaching, and the teacher who always does her work in the same routine way from year to year is like the musician who plays equally well on all occasions—uninspired. In this connection the teacher will find the chapter on "Hygiene of character," in *The Teacher's Health*, by L. M. Terman (Houghton, Mifflin & Co.), of interest and profit.

### *Exercise*

Teachers are frequently advised to spend much time after school in exercise. While they should get into the open air and take such exercise as seems beneficial, it should be remembered that the exercise of standing is a very fatiguing one, and the outgo of nervous energy in the course of the day's work may leave, in many persons, little residue for active muscular exertion. While giving the benefit of the doubt to outdoor exercise, the teacher should realize that she will be burning the candle at both ends in doing too much. Whatever exercise is chosen should be suited to the age and capacity of the person. It should be pleasurable and mind-absorbing and preferably taken in good company. This to be a walk by oneself, some errand, or the company of a ~~very~~ will help to remove the curse of introspection.

*Vacations*

During vacations the teacher should shed her school work as she would a coat, and turn her attention to her hobbies, to travel, or to whatsoever duties of another nature devolve upon her. There is such a thing, however, as wearing oneself out during a vacation. The test of real recreation is the vigor and freshness which is felt on return to our routine duties and which comes by observing during the change of scene and change of mental and physical activity, the common-sense observance of the few fundamental conditions which are essential to health at other times.

*Outside Work*

The advisability of doing additional teaching or other work out of school hours should depend on the strength and inclination of the teacher; but she has no business attempting anything which will impair her efficiency for her regular work.

*Illnesses*

While it is not good for one to coddle oneself, or be overanxious concerning health, there are times when it is the part of wisdom and valor to place health before school attendance. This is especially the case during attacks of communicable disease. Against the "common cold," or what goes by that name, few of us seem to acquire immunity lasting more than a few months. When attacked, the speediest place of recovery is in bed. Not only is full recovery assured and the development of dangerous sequelæ averted, but the danger of infecting children is reduced; while on the whole, time is saved for all concerned. Any acute infection accompanied by fever (every teacher should own a thermometer) should be treated, and the teacher should not appear in school until at least her temperature has returned to normal.

*Neurasthenia*

The teacher is peculiarly exposed in the course of the day's work not only to general nervous wear and tear but to those mental insults to the nervous machinery which have as real an effect as if they were mechanical blows or doses of bacterial or other poison.

The friction that arises from the inability to understand or deal with certain individual children, who may not be truly incorrigible, or, what is more difficult, the behavior of children collectively, the attitude of parents (often because ~~they~~ be well-intentioned persons are not given due consideration), misunderstandings with superiors, etc., set up a source of friction within the nervous machinery

which may go on throughout the course of the 24 hours, may disturb digestion, interfere with sleep, and be quite sufficient to send the teacher to the doctor. Unable to lay his finger on any physical cause for the disturbance, the physician is quite justified in classing the ailment as neurasthenia; which, however, does not make it less real than if it were tuberculosis. Such a condition of affairs is especially likely to come about in a teacher who has become unduly fatigued, or who has a drain upon her resources from eyestrain or other physical defects. We are all irritable and unreasonable when tired, but the teacher is in a position where she can ill afford to be either the one or the other.

The cure of the disease will only come with the removal of the cause, or by shifting the gear of the nervous machinery more or less voluntarily. A heart-to-heart talk with parents, a week-end of complete change, the counsel of a sympathetic superior, may be sufficient.

### *Helpfulness and Sympathy*

Every teacher who is worth while is subject to annoyances, worries, and discouragements, and each should give of her help and sympathy to others. What she gives along this line will be returned to her manyfold.

The teacher will find in the following "Eleven Commandments," published anonymously in the Schoolmaster and Woman Teacher's Chronicle (London), of February 13, 1925, advice as sound and helpful as it is delightfully worded:

Thou shalt have other interests besides thy schoolroom.

#### II

Thou shalt not try to make of thy children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and cooperation unto those who can give them reasonable freedom in working.

#### III

Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.

#### IV

Remember the last day of the week, to keep it happy.

#### V

Humor the feelings of thy ~~children~~ that their good will may speak well for thee in the little domain over which thou rulest.

## VI

Thou shalt not kill one breath of stirring endeavor in the heart of a little child.

## VII

Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.

## VIII

Thou shalt not steal for the drudgery of many "papers" the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.

## IX

Thou shalt not bear witness to too many "schemes of work," for much scattered effort is a weariness to the soul and a stumblingblock to weary fingers.

## X

Thou shalt not covet thy neighbor's room, nor her children, nor her manner, nor her system, nor anything that is thy neighbor's, but work out thine own salvation with fear and trembling—only don't let anyone know about the fear and trembling.

## XI

Thou shalt laugh—when it rains, and wee, woolly ones muddy the floor, when it blows and doors bang, when little angels conceal their wings and wriggle, when Tommy spills ink and Mary flops a tray of trailing letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew.

And again I say unto you, *laugh* for upon all these commandments hang all the law and the profits in thy schoolroom.

### *8. State Requirements Relating to the Physical Condition of Teachers*

According to information furnished by departments of education (and given in detail elsewhere), about half of the States have a statute, or a regulation of the State department of education or of health, requiring the prospective teacher either to pass a medical examination or to "present a certificate of health."

In North Carolina and in Washington a yearly examination is required by law; and in Maryland teachers must furnish at the opening of each annual term a certificate from a registered physician stating that "they are not suffering from tuberculosis or other communicable disease." In Maine "if the town makes provision for medical inspection, it may apply to teachers"; and in New Hampshire an examination is "required in districts that have adopted medical inspection."

In nearly all States where such a law or regulation exists it carries with it the exclusion of candidates found to have a communi-

cable disease; tuberculosis being specified in 12 States and in the District of Columbia. In Indiana addiction to drugs and intemperance are included; and in Arkansas smallpox is mentioned with tuberculosis. The regulations in Florida and in New Jersey aim, also, at exclusion of applicants with any disease which would interfere with success as a teacher. All of these provisions have as their prime object the protection of the employing board from partially incapacitated teachers, and also to protect the pupils from communicable disease. That tuberculosis should be singled out, points to a time when that disease was more common and to the belief that teachers were more subject to this disease than other workers. In some cases it was specified because those States had become the mecca of the tuberculous.

Probably the welfare of the teacher never entered the head of the framers of these requirements, but indirectly they were of benefit to the teacher, for if she is suffering from active tuberculosis or other communicable disease she ought to know of it and she has no business in the schoolroom. These regulations might go further and make the examination a thorough one and with a view to assisting the acceptable applicant in improving and preserving her health.

In Mississippi apparently some effort is made in this direction, as "every few years, with the cooperation of the State board of health," the State board of education "gives teachers a chance to have physical examinations made free."

The teacher benefits by State laws and regulations aimed at improving the school buildings, sanitation, and water supply, though doubtless the improvements were intended primarily for the pupils. About half the States now make state-wide provisions for teachers' pensions.

### *9. What is Done by Cities*

One hundred and fifty of the larger cities replied to questions concerning their efforts at improving and safeguarding the health of the teacher. Where local regulations exist, they are similar in effect to those of State departments. They have chiefly to do with sanitation, but the provision of rest rooms for teachers is mentioned by some.

Muskegon, Mich., is "trying to secure better living accommodations" for its teachers; Binghamton, N. Y., offers "emergency, clinical, and nursing service and some recreational privileges." In Elmira, N. Y., a thorough physical examination is given each year. Seattle affords "constant supervision by the medical department of the schools," and Takoma "gives supervision and advice on matters of health."

In the Cleveland schools any teacher who so desires may have, by presenting herself at school headquarters, a thorough physical examination, with accompanying advice, entirely free.

Besides trying out experimentally certain means of combating our most common school-season disease, a "cold," a very thorough study of the causes of all ill health of teachers is being made by the department of physical welfare, under the direction of Floyd A. Rowe. The following record blank is used in the examination of all new teachers:

**BOARD OF EDUCATION, CLEVELAND, OHIO**

**Teachers' Physical Examination**

[Must be accepted by board of education before contract is effective]

**HISTORY FORM**

1. Name.....	Country of birth.....		
2. Address.....	White or colored.....		
3. Age.....	Religion.....	Single, married, widowed, divorced.....	
4. What is your present occupation?			
5. How often have you changed your work?.....	Why?.....		
Conditions of work			
Regular.....	Light.....	Seated.....	
Satisfactory.....	Dark.....	Standing.....	
Monotonous.....	Smelly.....	Walking.....	
Dangerous.....	Noisy.....	Hours per day?.....	
Fatiguing.....	Crowded.....	Days per week?.....	
Indoors or out.....			
7. Do you support yourself.....	or others.....		by your work?.....
Home conditions			
In a family.....	Alone.....	Room and bed to yourself.....	Quiet.....
Congenial.....	Depressing.....	Time to yourself.....	Irritating.....
Sleeping conditions			
Hour in bed.....	Window open.....	Restful.....	Disturbed by children or others.....
How often do you eat?			
Regularly.....	Whete.....	Between meals.....	Time of meals.....
11. Are you a moderate or hearty eater of—	Taking one or more helpings at a meal of—		
Meat (including fish and eggs).....	Sweets or sugar.....		
Baked beans.....	Fruit.....		
Green vegetables (spinach, cabbage, etc.).....	Salads.....		
Potatoes (or rice, macaroni, or cereal).....	Bread.....		
Pie, cake, or pastry.....	Butter.....		
12. How much do you drink daily of—			
Water.....	Tea.....	Soft drinks.....	
Milk.....	Coffee.....	Alcoholic drinks.....	
13. How frequently do you use candy?.....	Tobacco.....	Aspirin?.....	
14. Do you have a movement of the bowels daily without the use of drugs?.....			
15. Do you take any regular exercise in addition to your work?			
Competitive.....	Strenuous.....	Under direction.....	Indoors or out.....
16. To what extent do you share in social, church, political, club, or trade associations?.....			
17. What are your pleasures or recreation?.....			
18. Are you subject to worries or moods, or periods of gloom or cheerfulness?.....			
19. Have you been ill with any of the following, and at what ages?			
Tuberculosis.....	Scarlet fever.....	Frequent colds.....	
Malaria.....	Diphtheria.....	Convulsive seizures.....	
Rheumatism.....	Typhoid fever.....	Nervous breakdown.....	
Syphilis or gonorrhea.....	Tonsillitis (sore throat).....	Migraine or neuralgia.....	
20. Have you been protected against smallpox, typhoid, diphtheria, or other diseases by vaccination, and when?.....			

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21. Have you had any accidents, broken bones, or surgical operations?.....
22. How often do you consult your dentist?..... When last?.....
- Number of devitalized teeth..... X-ray date and showing.....
23. Are your parents, brothers, and sisters living?.....
- If not, what were the causes of death and at what ages?.....
24. Do you remember any diseases in your family which may have affected your own health?.....
25. Do you consider yourself in good health?..... If not, what is your complaint?.....

If a woman, answer these

26. Are your monthly periods regular?..... Prolonged?..... Excessive?.....
27. Have they interfered with your occupation?..... by pain..... or headache?.....
28. Have pregnancies and confinements been free from accidents?.....

## PHYSICAL EXAMINATION RECORD

Name.....	Case No.....	Date.....			
1. Height.....	Weight, Usual.....	Temp.....	Pulse, S.....	Bl. Pres. S	{ Sys. Dias.
	Present.....		L.....		
(Theoretical normal for age and height).....					L { Sys. Dias.
Hearing, R.....	Vision, R.....		Corrected, R.....		
L.....	L.....		L.....		
Urine: Appearance.....	Sp. gr.....	Sugar.....	Albumen.....		
2. Standing.....					
Posture.....					
Muscle tests.....					
Nutrition.....					
Skin.....					
Superficial glands.....					
Female breast.....					
Chest.....					
Hands.....					
Arms.....					
Hernia.....					
Legs.....					
Teeth.....					
Romberg.....					
3. Sitting.....					
Hair.....					
Eye reflexes.....					
Nose.....					
Teeth.....					
Gums.....					
Tongue.....					
Tonsils.....					
Pharynx.....					
Ears.....					
Heart.....					
Lungs.....					
4. Lying.....					
Abdomen.....					
Reflexes.....					
Sensation.....					
Liver.....					
Spleen.....					
Kidneys.....					
Other defects.....					
5. Summary: Defects of function and structure, and errors of habit.					
6. Advice given to the patient.....					

Doctor \_\_\_\_\_  
 Date of examination \_\_\_\_\_

Address \_\_\_\_\_

Teachers who have been absent are asked to fill out a follow-up form which can be punched and run through an electric tabulating machine. The teacher is expected to furnish the following information:

Age, height, weight, marital state, father's age at death, mother's age at death, previous serious illnesses, number of days absence previous year, immediate cause of recent absence, length of absence, name of attending physician, location of room in school building, number of pupils, nationality of pupils, time required to reach school, means of conveyance, cold or hot noon lunch, extension work, housework, recreation, condition of teeth, condition of tonsils, are glasses worn?

The results of this thorough-going study will be looked forward to with great interest. It is to be hoped that other school systems will follow the example of Cleveland and with methods which will make the results of their studies comparable.

### *Sick Leave*

There is a surprising variation in the amount of sick leave granted by different school systems, and there is even less uniformity as to details in regard to this leave. A study of this subject was made about five years ago by Engelhardt and Baxter, and there have probably been few changes since. In the 332 cities having a population of 8,000 or more, there were 209 different regulations. The allowance of sick leave varies from none whatever up to an indefinite number of days at full pay. Full pay for an indefinite period is granted by 21 cities; for 6 months, by 1; for 40 days, by 1; for 30 days, by 3; for 20 days, by 12; for 15 days, by 5; for 10 days, by 69; for 5 days, by 77. In only 15 was no pay granted.

In about 50 per cent of the cities granting five days and in a considerable percentage of those allowing more days at full pay, additional time is allowed at part pay for a fixed or an indefinite number of days.

In some cities the annual sick leave is cumulative. In Denver it is so for a period of 12 years or up to 60 days; in Detroit for 4 years or 80 days.

It will be seen that over half of these cities allow 5 or more days with full pay, and that over a third grant 10 or more days, about 50 per cent allowing additional leave with diminished pay.

Besides leave on account of personal illness, the teacher is often permitted to include absence on account of the illness or death of relative or friend.

The size of the city has little to do with the amount of leave granted.

The following quotations from the by-laws of departments of education in large cities in different parts of the country will show the

variety of rulings on the subject. To give some of these regulations in full would require pages of this bulletin.

*Boston.*—The Boston public schools provide that leaves of absence may be granted to teachers and members of the supervising staff because of personal illness for one year, deduction to be made at the rate of 1/400 of the annual salary for each school day's absence. Should the illness of a teacher necessitate extension of leave, such request for extension is taken up in each case with the school committee. In all cases so far, the school committee has granted the sick teacher a second year's leave of absence without pay, which action requires a suspension of the rules.

*New York.*—Applicants may be excused with pay for not more than 20 days in a calendar year, provided, however, that the superintendent of schools may, in his discretion and where the cases are deserving ones, extend to not more than 60 days the 20-day period allowed, each case thus acted on by him, with the reasons for his action, as well as the absences excused for 20 days or less, to be reported to the board of education at its next meeting.

*Note.*—The following rule was adopted by the superintendent of schools in extending the 20-day period: The maximum time for which the applicants may be excused with pay in a calendar year shall be as follows, based on years of accredited teaching service:

Applicants who are in the first, second, or third year of service may be excused for not more than 20 days per year; applicants who are in the fourth, fifth, or sixth year of service may be excused for not more than 30 days per year; applicants who are in the seventh, eighth, ninth, or tenth year of service may be excused for not more than 40 days per year; applicants who are in the eleventh, twelfth, thirteenth, fourteenth, or fifteenth year of service may be excused for not more than 50 days per year; applicants who have served more than 15 years may be excused for not more than 60 days per year, provided, however, that in the case of an application for excuse with pay for absence on account of a continuous period of serious personal illness, which extends from any one year of a teacher's accredited service into another year, the number of days of excusable absence shall be governed by the year of service in which such illness begins.

The following was adopted by the board of superintendents in considering applications for refund: That it is the sense of the board of superintendents that no refund of salary for absence on account of personal illness should be granted to any teacher who has not served in the public schools of the city of New York for three months from date of appointment or reappointment.

*Philadelphia.*—For absence due to personal illness there shall be a deduction of 1/40 of the monthly salary for each school day's absence. If said absence exceeds three consecutive school days, the application must be accompanied by a physician's certificate stating the nature of the illness, and must not extend beyond the calendar month, but may be renewed from month to month, for a period not exceeding one year, if the reason therefor shall continue to exist. A renewal of application which, if granted, would extend the period of absence beyond three months, must be submitted by the superintendent to the proper committee for action.

*Chicago.*—Teachers when absent from school shall forfeit their salary during the continuance of such absence except when the same is occasioned by sickness of the teacher, or by the death of a relative. In such cases, a teacher shall forfeit \$2; a teacher or a principal in the high schools \$2.50 for each day of such absence. In case of serious illness of a teacher continuing after an absence of two weeks, a refund consisting of the difference be-

tween the amount of the teacher's salary and the amount paid the substitute shall upon written order from the superintendent be paid the teacher for a period of 10 consecutive weeks following the close of the absence of the first two weeks.

*Detroit.*—A supervisor, principal or teacher shall be allowed 20 days' absence each year on account of personal illness without having the name of the teacher taken from the pay roll, this allowance for absence being cumulative, but not to exceed a total of 80 days. There shall be no deduction of salary for the first 10 days of such absence in any one year, but after such 10 days of absence there shall be deducted in the case of elementary and kindergarten teachers, \$7 per day, and in case of other teachers where the monthly contract salary does not exceed \$229, \$8 per day. When the monthly contract salary exceeds \$229 there shall be deducted 80 per cent of the daily salary.

When no substitute is employed the amount deducted from the teacher's salary shall be given to the Teachers' Retirement Fund. When a substitute is employed the difference between the amount deducted from the teacher's salary and the amount paid the substitute shall be given to the Teachers' Retirement Fund.

When a teacher is absent on account of the death of a member of the immediate family, grandfather, grandmother or any relative with whom he makes his home, no deduction shall be made on account of such absence for a period not to exceed five days.

*San Francisco.*—Teachers absent on account of illness, for not more than five teaching days, in any one school year, may receive full pay for such five days' absence upon written application to the superintendent. This application must either be accompanied by a certificate from a physician certifying to the fact that the condition of the teacher's health necessitated absence from school, or else the cause of such absence must be verified in writing by the principal of the school. \*

Teachers who are seriously ill, and absent from duty for 15 consecutive teaching days (not counting Saturday and Sunday), in addition to the five days provided for above, may be granted half pay for 10 of these days upon application from a physician certifying to the fact that the condition of the teacher's health necessitated the absence.

Teachers in quarantine through sickness of others are not entitled to sick benefits.

*Los Angeles.*—Teachers who, on account of sickness, or absence, or who, for any other cause, serve only a fractional part of the school term, shall be paid only the proportional part earned for time actually taught; provided, that when absence is occasioned by their own sickness, teachers assigned full time shall receive half pay for the period of such absence not to exceed 10 days in any school year; and provided further that teachers assigned for a fractional part of any year shall receive sick-leave pay in the proportion which their assignment time bears to full time. This sick-leave regulation shall not apply to teachers doing substitute work.

In England the regulations of the local authorities with regard to sick leave are not so various as in the cities of this country. There is much more liberality, at least half the county boroughs granting a month or more leave with full pay to all teachers, with as long a period at half pay. In a number the full pay extends over a period of three months with three months at half pay. Ten of seventy-seven authori-

ties have cumulative schemes, some extending to 130 days at full pay. In the city of London the allowance begins at 12 days for those in service 1 year, 13 days is added in the second and third years, 14 days in the fourth and fifth years, etc. By the tenth year of service the possible number of days leave with full pay has reached 146, by the twentieth year 346; at the thirtieth year 600, and at the fortieth year 906 days. There is a limitation in use of leave, in 1 year, to 90 days for those in service 7 to 20 years; 110 days for those in service 21 to 30 years; and 130 days for those in service longer than 30 years.

## *10. Health in Teacher Training Institutions*

### *Examinations*

A total of 190 public and private schools for the training of teachers furnished information as to their health supervision of faculty and students. Of these, 18 give a physical examination of members of the faculty before employment; 1 gives such an examination in cases where the teacher is believed to be in ill health, and in 5 schools a certificate of health is required.

Eighty-eight schools give some kind of a physical examination of students before or soon after entrance, and nine require the presentation of a health certificate from a physician as an entrance requirement. In Connecticut the State selects the physicians to whom students must apply for examination. Seven schools mention examination by the "school physician." In eight schools an examination is made by the director of physical education.

The Georgia Normal and Agricultural College and the State Teachers' College of Kirksville, Mo., report that all students are examined yearly. In 67 of the schools there is no examination of any students and no physician's certificate is required.

With regard to physical conditions which would exclude applicants from the faculty the replies are, as a rule, indefinite. Communicable disease is mentioned by 21, tuberculosis by 17, deformity by 9, defective vision by 2, and deafness, goiter, anemia, heart disease, throat disease, and epilepsy are each mentioned once.

Conditions which would exclude the pupil from the training course are much the same as those for exclusion of faculty members. One school, however, mentions "endocarditis, toxic goiter, acute nephritis, as well as all contagious diseases;" another gives "venereal disease, epilepsy, severe heart trouble, deafness, poor eyesight, anemia, and extreme nervousness;" and another "low state of health, defective eyesight and hearing, marked deformity, tuberculosis." One mentions deformity from "hip disease." Another lists "tuberculosis, epilepsy, social diseases, and serious physical deform-

ity," and another "tuberculosis, active goiter, epilepsy, and decided physical deformity."

Before a student may be permanently admitted to the State Teachers College of San Francisco, "he shall have a physical examination by the college physician to determine any congenital or acquired defect, such as deafness, stuttering, stammering, fainting, epileptic seizures, heart or lung conditions, nervous disorders, or any other physical conditions which would interfere with efficient teaching." Students applying for admission to the River Falls State Normal School, Wisconsin, "must not be suffering from active goiter, valvular heart trouble, tuberculosis, excessive limping gait, spinal deformity, paralysis, epilepsy, or convulsions."

With the exception of the normal schools of the State of Connecticut, the ruling as to defects or diseases (excepting tuberculosis and other communicable diseases) which debar the pupil are not state-wide but seem to be only those of the individual school.

In Connecticut not only have certain definite standards of physical condition been set up to be determined by examiners appointed by the State, but the student is put on probation until certain minor defects and diseases are corrected. We give herewith the regulations as furnished by the State director of physical education and health, Dr. A. G. Ireland:

#### CONNECTICUT

##### STATE BOARD OF EDUCATION, DIVISION OF PHYSICAL EDUCATION AND HEALTH

"The minimum" requirements in health for entrance to the normal schools are:

(1) Sound health and (2) a good physical appearance and presence.

The two requirements are regarded as essential in the light of—

(1) The importance of health and good appearance to the success of the teacher; (2) the good effect a pleasing and healthy presence has upon the pupils; (3) the economy to the community.

It is recommended that the examination for entrance include the following items:

1. Medical:

(a) General development and nutrition; (b) color of skin and membrane; (c) eyes, lids and vision; (d) ears and hearing; (e) nose; (f) throat and tonsils; (g) mouth, teeth and gums; (h) thyroid gland; (i) lymph nodes; (j) skin; (k) heart; (l) lungs; (m) abdomen; (n) nervous system; (o) spine, joints and feet; (p) menstrual function.

2. Physical:

- (a) Height.
- (b) Weight.
- (c) Lung capacity.
- (d) Posture.

3. Special items (to be given when, in the opinion of the physician they are indicated) are:

- (a) Blood pressure: (1) lying; (2) standing.
- (b) Temperature.
- (c) Hemoglobin.
- (d) Urinalysis.
- (e) Blood count.

It is recommended that any one of the following conditions be regarded as sufficient cause for rejecting the application:

1. Medical:

- (a) Incurable defects or disease of—
  - (1) The blood or blood forming organs.
  - (2) The heart.
  - (3) The lungs.
  - (4) The kidneys.
  - (5) The digestive system.
  - (6) The nervous system, including tic, hysteria, epilepsy, nervous instability, etc.
  - (7) The skin.
  - (8) The organs of the special senses.
  - (9) The thyroid.
  - (10) The muscular system.
- (b) Myopia of a marked degree.
- (c) Permanently impaired hearing.
- (d) Chronic inflammatory conditions of the nasal mucous membrane accompanied by a disagreeable odor.
- (e) Advanced dental decay, loss of many teeth, and pyorrhea.
- (f) Abnormalities of the menstrual function, which in the opinion of the examining physician would interfere with the performance of duty to the extent of retarding the progress of the school.
- (g) Marked defects of speech.

2. Physical:

- (a) Noticeable and unsightly deformities of the skeleton.
- (b) Wry neck.
- (c) Marked malnutrition.
- (d) Marked obesity.
- (e) Painful flat feet.
- (f) Visible birth marks or unsightly tumor growths of the skin or subcutaneous tissues.
- (g) Permanently stiff or immovable joints.
- (h) Paralysis, atrophy, etc.

It is recommended that, when any one or more of the following defects or diseases are found, the applicant be admitted upon the condition that the defects or diseases be corrected or permanently cured within seven months after the opening of school: Functional disorders of the digestive system; disease of the skin; defective vision; occlusion of the nasal passages; disease or hypertrophy of the tonsils; dental decay of moderate degree, gum abscesses, etc.

A uniform fee of \$2 per examination has been approved and a traveling allowance of 10 cents a mile will be permitted when it is necessary to bring a physician from another city to the school. When in the opinion of the physician special diagnostic tests such as microscopic urinalysis, blood counts, etc., are necessary the State will pay the required fee. The physician will use the expense account vouchers of the State board of education.

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The repetition of the medical examination in the senior year is not required. The number, kind, and frequency of other examinations, such as physical, postural, orthopedic, etc., are not given consideration here.

Upon completion of the examination, the record will be forwarded to the school indicated with the recommendation of the physician that the applicant be accepted on condition or rejected.

If accepted on condition, an additional form accompanies the record card. It states the defects to be corrected and is signed by the medical examiner and the applicant. It should then be sent to the latter's parent or guardian for signature and returned to the school office. This form should be attached to the record card. It is for the physical director or other member of the faculty who is charged with the responsibility of checking up on the corrections as they are made. The applicant is given a period of seven months in which to pass the entrance condition.

The following forms were made use of in the first examinations:

## MEDICAL EXAMINATION RECORD

Of \_\_\_\_\_ For admittance to \_\_\_\_\_ State Normal School

The school reserves the right to reject any candidate if the results of this examination, in the opinion of the examining physician or principal, justify such action; or to accept the candidate only under special conditions for completing the course.

Development.....	Heart—inspection.....	Medical examiner's statement: I recommend that the candidate be accepted; accepted on condition; rejected.
Nutrition.....	Palpation.....	
Color.....	Percussion.....	
Eyes, lids, vision.....	Auscultation.....	
R.....	Pulse—15-second periods.....	
L.....	Before exercise.....	
Ears and hearing.....	After exercise.....	Conditions to be corrected are:
R.....	Blood pressure—lying.....	
L.....	Blood pressure—standing.....	
Nose.....	Temperature.....	
Pharynx.....	Hemoglobin.....	
Tonsils.....	Urinalysis.....	
Thyroid gland.....	Nervous stability.....	
Lymph nodes.....	Pathological condition of.....	
Abdomen.....	Spine.....	
Digestive system.....	Joints.....	
Lungs—inspection.....	Feet.....	Reasons for rejection: In my opinion, the following conditions would interfere with the teacher's health or performance of duty.
Breathing type.....	Muscles.....	
Palpation.....	Skin.....	
Percussion.....		Signature of medical examiner.
Excursion.....		
Auscultation.....		
Remarks.....		

Name\_\_\_\_\_ Address\_\_\_\_\_ Date\_\_\_\_\_

NOTE.—This is a confidential record and the facts contained herein will not be disclosed without the permission of the student.

<i>Personal and family history</i>	<i>Dental examination</i>
Age..... Years..... Month..... Nationality.....	Condition of teeth: Clean?.... Fair?.... Dirty?....
Family history: Epilepsy?.... Tuberculosis?....	Gums: Inflamed?.... Abscess?.... Pyorrhea?....
Mental disease.....	Number of fistulae and cavities?....
General health of applicant: Good?.... Fair?.... Poor?....	Number of teeth missing?.... Number with crowns?....
Past history: Diseases, strains, injuries, or operations?....	Artificial teeth, plates, etc.....
Malocclusion?....	
<i>Physical examination</i>	
Ill effects remaining?....	Weight?....
Date of last successful vaccination.....	Height standing?....
Eyes: Trouble?.... Known defect?.... Glasses?....	Lung capacity?....
Backaches?.... Headaches?.... Constipation?....	Posture?....
Indigestion?....	Sleeplessness?....
Bowel movement?.... Daily?.... Easy?.... Difficult?....	
Lexative?.... What?.... How often?.... Hygiene?....	
Colds: Average No. during winter?.... Region?....	
Tire easily?.... Worry?....	

## THE HEALTH OF THE TEACHERS.

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### *Menstrual history*

Began, age? \_\_\_\_\_ Regular? \_\_\_\_\_ Duration? \_\_\_\_\_ Interval? \_\_\_\_\_  
Flow: Scanty? \_\_\_\_\_ Moderate? \_\_\_\_\_ Excessive? \_\_\_\_\_  
Pain? \_\_\_\_\_ Miss classes? \_\_\_\_\_ Go to bed? \_\_\_\_\_ Signature of physical examiner: \_\_\_\_\_

**CONNECTICUT STATE BOARD OF EDUCATION, HARTFORD**

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DEAR \_\_\_\_\_: In accordance with the requirements for admission to the normal schools of this State, your { daughter  
ward } \_\_\_\_\_, was examined on \_\_\_\_\_, by a physician employed for the purpose by this school. The health examination as a prerequisite has been made necessary by the increasing demand of boards of education and school executives for teachers in sound health. Therefore, in the interest of economy and of personal well-being the State board of education has established the health examination as one factor in the selection of future teachers. The physical basis for selection is a degree of health that will enable the teacher to withstand the daily strain of teaching, to resist disease, to recover from fatigue and to maintain the cheerful classroom presence most beneficial to the pupils.

The examination revealed the following defects or conditions:

Because experience has demonstrated that such defects or conditions are serious handicaps to effective teaching, you are hereby informed that unless there are exceptional circumstances of which we at present have no knowledge, the application of your { daughter | ward } can not receive further consideration.

Respectfully yours,

*Principal.*

CONNECTICUT STATE BOARD OF EDUCATION

**CERTIFICATE OF HEALTH CONDITIONS**

~~Montgomery~~, State Normal School.

**TO THE PRINCIPAL:**

Miss \_\_\_\_\_  
who lives at \_\_\_\_\_  
was examined by me on \_\_\_\_\_ 19\_\_\_\_ and found to have certain  
health defects, which in my opinion would not, for the time being, interfere  
with her work as a student. On the other hand, if they are neglected, they  
might seriously handicap her health and work as a teacher.

Therefore, I recommend that the above-named applicant be admitted to the school upon condition that the defects noted below are corrected within seven months from this date.

Corrected on

-----	-----	-----
-----	-----	19
-----	-----	19
-----	-----	19
-----	-----	19

Signature of medical examiner

Address

I, \_\_\_\_\_, understand that the above-named defects are frequently causes of poor health and will interfere with the performance of my duties as a student and teacher. Therefore, I agree to have said defects corrected before \_\_\_\_\_ 19\_\_\_\_\_, or, failing to do so, I will accept my dismissal from \_\_\_\_\_ State Normal School.

Signature of applicant

Signature of parent or guardian

I hereby consent to the terms of the above agreement.

### *Provision for Health of the Faculty*

As to what is done to maintain the health of the faculty a number of training schools reply that medical examination or consultation is furnished free; a nurse is employed by a few; some schools give lectures and advice; some mention the sanitation of buildings; some encourage outdoor recreation, especially at week ends. Limitation of hours of work is mentioned; one mentions the furnishing of a private bath and rest room; four schools do "everything that is possible," while a few state more modestly that nothing worth while is done.

### *Provision for Health of Students*

A few schools state that nothing is done for the health of the students. Some 25 mention physical training only; a larger number teach physiology and hygiene, or "health education"; a few have a school physician and a nurse.

One State normal school states that "all possible preventive measures are taken through physician, nurse, and dietitian, and regular habits of life are insisted upon; including food, recreation, sleep, and exercise." On the other hand, one school is content with the "visit of a county nurse annually or less often." One school furnishes a special diet for the ill-nourished. In another school "no new student who is employed three or more hours a day can take more than 14 semester hours work and no new student can accept any employment without the written consent of the college physician."

It is evident that most of the schools are making an effort to furnish sanitary conditions of living, and opportunity for exercise. A few schools go much further, and are equipped to actively safeguard and advise in matters of health, and to stimulate in the student a desire to make the most of the physical forces on which her work in life will depend. Such efforts must not only affect her condition while in school, but make their impress on her afterlife, professional as well as personal.

## THE HEALTH OF THE TEACHER

## Faculty and student health supervision in teacher training institutions

Institution	Physical examination of faculty before employed	Physical condition excluding applicants		Efforts to safeguard or improve the health of—	
		From faculty	From freshman class	Faculty	Students
ALABAMA	No.			Daily baths, exercise; abstain from alcohol, drinks and narcotics. No.	Same as for faculty; must retire at 9 o'clock. Required to take physical examination. A course in physical education and supervision of health conditions. Nurse, physician, and physical education teacher. Constant attention by resident physician and nurse. Examined twice yearly.
Hab County Training School.	No.	No.	Same as for faculty.		
State Normal School (Florence), State Normal (Jacksonville).	No.	No.	Contagious disease.	No.	
State Normal (Livingston).	No.	Poor health or contagious disease.	Communicable diseases.	No.	
State A. and M. Institute.	No.	All students are examined during the year by physician.	Deformities, incurable diseases; below par physically.	Lectures and advice.	
Refugee Institute.	No.			Week ends spent out of doors; hikes and drives.	Hikes, drives, camping, etc.
ARIZONA					
Northern Arizona Normal School.	No.	Yes	Tuberculosis; deformities making teaching impossible.	Physician and nurse employed.	Same as for faculty.
ARKANSAS					
M. and Normal (Pine Bluff).	No.	No.	Apparent physical defect or illness.	Same as for faculty.	
CALIFORNIA					
Reno State College.	No.	Yes		Tuberculosis; any other contagious disease; severe heart disorders.	Careful follow-up examinations; physical education program; course in health education.
State Teachers College (San Diego).	No.	Yes	Inability to provide physician's certificate.	Infectious or contagious diseases or physical unfitness for teaching.	Courses in hygiene and physical education.
State Teachers College (San Francisco).	No.	Yes	Any defects interfering with efficiency.	Any physical condition which would interfere with efficient teaching.	Constant vigilance, supervision, and follow-up work.

THE HEALTH OF THE TEACHER

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COLORADO  Denver Normal and Preparatory School; Western State College.		No.	Yes for physical-training classes.	Inability to endure the altitude.	Venereal disease, epilepsy, severe heart trouble, nervous trouble.	Faculty is not overworked.	Physical examination, acute nephritis, and all contagious diseases.	Physical examination, acute nephritis, and all contagious diseases.	Physical examination, acute nephritis, and all contagious diseases.
CONNECTICUT	State Normal School (Danbury).	No.	Yes	Deformity or weakness uniting them to be teachers.	Defects uniting them to be teachers.	No definite program.	Carefully guided; given corrective exercise, or kept from hard physical exertion.	Through the director of physical education.	Physical examination, acute nephritis, and all contagious diseases.
DISTRICT OF COLUMBIA	Finer Normal School.	Yes	Yes	Nothing specified.	Organic or incurable diseases.	This is a day school.	Exercise and recreation; advice on diet.	Exercise and recreation; advice on diet.	Physical examination, acute nephritis, and all contagious diseases.
GEORGIA	Wilson Normal School.	Yes	Yes	A physician's report. Condition detrimental to official service as teachers.	A physician's report. Same as for faculty.	No.	Corrective exercises; service of nurse.	Examinations when deemed necessary; physical-training course.	Physical examination, acute nephritis, and all contagious diseases.
ILLINOIS	Atlanta Normal Training School; Georgia Normal and Agricultural College.	No.	In cases when we believe teacher is not in good health.	Lungs, eyes, throat; defects that prevent good health.	Not noticeable physical defect.	Same as for faculty.	Special attention; physician employed by school to look after health of students and faculty.	Seek to observe best sanitary conditions at all times.	Physical examination, acute nephritis, and all contagious diseases.
	Georgia State Woman's College.	No.	No, but we take only sound people.	Examination after entrance.	In judgment of president of college.	In judgment of president of college.	Everything kept clean and sanitary; result, 100 per cent health record from beginning.	Same as for faculty.	Same as for faculty.
	State Normal School (Athens).	No.	Yes	Yes	Tuberculosis; trachoma.	Have a trained nurse in our infirmary to look after the student body.	Vaccination and regular medical inspection.	Vaccination and regular medical inspection.	Physical examination, acute nephritis, and all contagious diseases.
	Northern Illinois State Normal (Carbondale); Chicago Normal College.	Yes	Yes	Yes	Tuberculosis; trachoma.	No.	Health course, mental hygiene, sanitation, etc.	Courses in hygiene and physical education are given.	Hours of teaching are limited; recreation is encouraged.
	National Kindergarten and Elementary College (Chicago).	No	No, but a good health record is required.	Any serious physical defect or disease.	Any serious defect, infectious disease, heart trouble.				

*Faculty and student health supervision in teacher training institutions—Continued*

Institution	Physical examination of family before employed	Physical examination of student before entering	Physical condition, excluding applicants From faculty	Physical condition, excluding applicants From freshman class	Efforts to safeguard or improve the health of—
			Faculty	Students	
ILLINOIS—continued					
West Illinois State Training College (Maconab).	No.	Yes	Any communicable disease.	Any communicable disease.	Are examined if unable to be in school, and sent to doctor.—Yes.
East Illinois Teachers College (Charleston).	No.	Yes	No rule.	No rule.	May receive salary during two weeks' illness.—Yes.
State Normal University (Normal).	No.	Yes	Nons.	Nons except tuberculosis or some contagious diseases.	Good hygiene and sanitary conditions; school health advisor.
INDIANA					
Central Normal School	No.	No	Contagious diseases.	Contagious diseases.	Examination of applicants for teacher-training courses, and those who complain of illness; weekly lectures of physiology, inspection of living conditions; nutrition classes. Those on basketball squads take physical examination.
Teachers College (Indianapolis).	No.	Must file health certificate of reputable doctor.	Indications of communicable disease.	Indications of communicable disease.	Sanitary conditions; length of teaching hours.
Ball Teachers College	No.	No	None.	Obvious disability.	Not as a rule; where tuberculosis is feared the board requires physical examination.
Indiana State Normal (Terre Haute).	No.	Yes	None specified.	None specified.	Employ resident school physician.
IOWA					
State Teachers College (Cedar Falls).	No.	Yes, informational.	Evidence of tuberculosis heart trouble, deafness, poor eyesight, anemia, extreme nervousness.	Yes	Employ physician as health officer.
Sioux City Normal	No.	Yes	None specified.	None specified.	Physical training; weekly visits of school nurse; advice concerning hygiene.
Wartburg Normal College.	No.	Yes, before they take up physical training.	Defects or any apparent signs of ill health.	Sanitation; ventilation; motorized school with work; have a school nurse.	

**THE HEALTH OF THE TEACHER**

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				Supervision in general.....	
State Teachers College (Emporia).	No.....	Yes.....	No specific regulation.....	General supervision; school nurses, etc.	
State Teachers College (Kansas).	No.....	Yes.....	Chronic ailments which would endanger others.	Physical examination and correct exercises.	
<b>KENTUCKY</b>					
Morehead State Normal.	No.....	No.....		Yes, have school doctor, nurse, and a teacher of physical education.	
<b>LOUISIANA</b>					
Louisiana State Normal College (Natchitoches).	No.....	Yes.....	Unless physically, mentally, and morally strong, are disqualified.	Yes.....	
<b>VERMONT</b>					
Vermont School (New Orleans).	Yes.....	Yes.....	Tuberculosis, deafness, bad eyesight; general ill health.	Low state of health, defective eyesight, and hearings; tuberculosis tendency or marked deformity. Same as for faculty.....	General conditions, proper lighting, heating, ventilation, housing, vaccination.
<b>MAINE</b>					
Maine Normal School (Farmington).	No.....	During first term.	Ability to do regular work.	No.....	Only physical exercise.
Maine Normal School (Orchard).	No.....	A certificate by home physician is required.	An infectious disease.	No.....	Physical education throughout the course.
<b>MARYLAND</b>					
Baltimore Teachers Training School.	Yes.....	Left to the recommending authorities.	Any serious defect interfering with school work.	Yes, lunch-room service.	Yes, health course required; exercise in and out of school.
Colored Teachers Training School (Baltimore).	No.....		Physical deformities which would make teaching impossible.		Regular medical examination.
Maryland Normal School (Towson).	Yes.....	Tuberculosis.....	Tuberculosis.....	No.....	Yes, proper food, and regularity in sleeping and exercising.

*Faculty and student health supervision in teacher training institutions*—Continued

Institution	Physical condition excluding applicants			Efforts to safeguard or improve the health of—		
	Physical examination of student before entering	From faculty	From freshman class	Faculty	Students	
MASSACHUSETTS						
Perry Kindergarten Normal School.	No.	serious physical defect— No, each student in us have health certificate from regular physician. Partial planning for complete examination by physician.	Serious physical trouble which would prevent students from doing satisfactory work.	No.	Lectures on hygiene by nurse and physician; playgrounds.	Same as for faculty.
State Normal (Bridge-water).	No.	Inability to carry on regular work.	Inability to take gymnasium work; eyes and ears.	Department of physical education and school nurse are constantly working to keep up health.	Physical director instructs and trains and observes; nurse takes charge when there are signs of illness.	Encouraged to take outdoor exercise by games, hiking, contests, etc.
State Normal School (Fitchburg)	No.	An individual matter.	Same as for faculty.	Not officially—	Constant supervision for two years and opportunity for health habits.	
North Adams State Normal.	No.	Abnormalities making candidate unable to succeed as a teacher. Condition which would prevent them from doing their work as teachers.	Same as for faculty.	No.	Yes; thorough and regular classes in hygiene; by physical training; by regular medical examinations; by common sense of boarding students.	No.
State Normal School (Hyannis).	No.	Disease or infirmity; any defect that would unfit him for public-school teaching.	Doubtful cases are referred to State supervisor of physical education.	Yes.	Doubtful cases followed up; students health carefully watched by physical director.	No.
State Normal (West-field).	No.			Yes.		No.
MICHIGAN						
Arenac County Normal.	No.			No.	Carry on health crusade work; also stress the course in hygiene.	No.
Barry County Normal.	No.			No.	Physical education.	No.
Benzie County Normal.	No.			No.		No.
					Some very marked physical defect.	

**THE HEALTH OF THE TEACHER**

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Central Michigan Normal.	No.	Yes.	None; excluded from physical work.	No.	School has nurse.
Clinton County Normal.	No.	No.	No.	No.	No.
Ganseees County Normal	Yes for admission to swimming classes.	No.	No.	Following of general health rules.	Study of health rules and formation of health habits.
Houghton County Normal.	No.	No.	No.	No.	Visit of county nurse annually or less often. Physical education work required two-thirds of time in residence.
Lapeer County Normal.	No.	Yes.	Anything disqualifying from doing work required.	No.	Medical inspection, nurses; corrective work in physical education for those who need it. Given toxin, antitoxin this year.
Lenawee County Normal.	No.	No.	No.	No.	Our course in hygiene and physiology; physical training.
Northern State Normal (Marquette).	No.	No.	No.	No.	No.
Macomb County Normal.	No.	Yes.	No specifications have been made.	No.	Examination by nurse at times of contagious diseases and epidemics.
Michigan State Normal (Ypsilanti).	No.	No.	No definite orders.	No.	No.
Openau County Normal.	No.	Yes, county nurse.	No.	No.	A public school nurse visits school occasionally and makes slight physical examinations.
Ontonagon County Normal.	No.	No.	No.	No.	No.
Tuscola County Normal.	No.	No.	No.	No.	No.
Wexford County Normal.	No.	No.	No.	No.	No.
MINNESOTA					
State Teachers College (Duluth).	No.	No;	No; examination given in connection with physical education. Yes; entrance and in senior year.	Any physical incapacity--	Surroundings as healthful as possible.
State Teachers College (St. Cloud).	No.	Yes.	Anything that will interfere with efficiency as a teacher.	Yes.	Special modified classes in gymnasium work. Reasons for all absences must be given in detail so health of pupil can be checked up constantly. Nurse is notified in case of illness; calls physician if necessary. Resident physician employed.
Manitow State Teachers College.	No.	Yes.	Communicable disease or condition which would impair efficiency.	No.	No.
State Teachers College (Arlington).	No.	Yes.	Condition that would interfere with work.	No.	No.
State Teachers College (St. Cloud).	No.	Yes.	Physical condition such that success in teaching would be impossible.	Yes.	Yes.

## THE HEALTH OF THE TEACHER

## Faculty and student health supervision in teacher training institutions—Continued

Institution	Physical examination of faculty before employed	Physical condition excluding applicants		Efforts to safeguard or improve the health of— Students
		From faculty	From freshman class	
MINNESOTA—continued Winona State Teachers College.	No.	Deformenty, chronic weakness, nervousness; any contagious disease.	Nothing formal.	Yes; gymnasium practice; playground.
MISSOURI Missouri Teachers College (Fayetteville).	No; but health is prerequisite.	Health certificate is required.	Tuberculosis.	Have been in session 12 years and have had 8,000 and only one student has sickened and died at college.
Teachers College (Kansas City), Northwest Missouri State Teachers College (Maryville).	Yes.	Physical deformity; bad health.	Physical deformity; bad health.	Regular physical education and health classes.
Teachers College (Cape Girardeau), State Teachers College (Kirksville).	No.	—	—	Perfect sanitary conditions; ventilation; playground.
Montana State Normal College (Dillon).	No.	—	—	Yes.
NEBRASKA	—	—	—	Right environment; nurse.
State Normal College (Chadron), Teachers College (Kearney), State Teachers College (Pax).	No.	Yes; in physical education classes.	Any serious physical defect. Contagious disease.	No. Ordinary quarantine regulations.
State Normal School and Teachers College (Wayne).	No.	—	Tuberculosis.	Swimming; nurse's care. Facilities for physical education and playground.

THE HEALTH OF THE TEACHER

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NEW HAMPSHIRE Keene Normal School	No	Yes	Tuberculosis suspected.....	Encouraged to be out of doors; health habits lectures with "brass tacks" information; physiology and hygiene required of all freshmen.
Plymouth Normal	No	Yes	Serious defects such as fits, etc., tuberculosis.	Same as for faculty.
NEW JERSEY Teachers Training School (Jersey City); State Normal (Newark).	Yes	Yes	Tuberculosis.....	Doctor visits school daily.....
			Defective eyesight, hearing, deformity, poor health generally.	Have 2 physicians and physical training.
NEW MEXICO New Mexico Normal University (East Las Vegas).	Yes	No	Tuberculosis or any other debilitating disease.	No.....
New Mexico Teachers College (Silver City).	Certificate required.	No	Tuberculosis and other similar troubles, contagious or infectious.	Same as for faculty.....
NEW YORK State College for Teachers (Albany).	No	Yes	Disability affecting effectiveness.	All defects that interfere with teaching.
State Normal School (Brookport).	No	Yes	The usual physical disabilities.	Unfitness to perform duties of a teacher.
M. A. well Training School for Teachers (Brooklyn).	Yes	Yes		Same as for faculty.....
State Normal School (Binghamton).	Yes	Yes		Deformity.....
State Normal School (Ganesco).	No	Yes		Inability physically to carry on work.
State Normal School (Orwego).	No	Yes		Same as for faculty.....
State Normal School (Plattsburgh).	No	Yes		Any physical condition that would cause inefficiency.
				Any noticeable physical weakness.
				Incomplete physical examination by director.
				No, certificate of health required.
				Films; personal conferences; physical training.
				In charge of a health teacher.
				Healthful conditions for work.

## THE HEALTH OF THE TEACHER

*Faculty and student health supervision in teacher training institutions—Continued*

Institution	Physical examination of faculty before employed	Physical examination of student before entering	Physical condition excluding applicants	Efforts to safeguard or improve the health of—
	From faculty	From freshman class	Faculty	Students
NEW YORK—continued City Normal School (Rochester). Teachers' Training School (Schenectady).	No.	Yes.	Communicable disease; defective hearing or sight; serious heart lesion; chronic bronchitis; or any condition likely to cause permanent inefficiency.	No. Gymnasium work; hygiene classes; school nurse.
NY Normal School (Syracuse).	Yes.	Same as to all children in public schools.	Lack of good health.	Teacher of physical education recommends exercises for girls needing them.
NORTH CAROLINA Watauga State Normal School, (colored) (Fayetteville).	No.	Yes.	Lack of sound physical condition.	Reexamination from time to time.
North Carolina Teachers College (Greenville).	No.	No.	Tuberculosis.	Nurse furnished.
	No.	No.	Having a contagious disease.	Screening of lodgings quarters and tennis.
	No.	No.	No regulation.	Sickly people asked to find work elsewhere.
NORTH DAKOTA State Normal School (Dickinson), State Normal School (Maryville).	No.	Yes.	Poor health; marked defects.	Nothing. We follow no special rule.
State Normal School (Minot).	No.	Yes.		Physical education; we look after health. Two hours of physical training required; one-half of this time is devoted to personal hygiene; a full-time registered nurse.
				Exercises required; supervision as to sleep, food, etc.; special cases sent to physician rather than to nurse.

**THE HEALTH OF THE TEACHER**

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State Teachers College (Valley City), Ohio	No.	Yes	A doctor of examining physician.	No.	Health conference held; follow-up work is done by trained nurse under direction of physician.
	No.	No.	Division of medical inspection must grant same medical certificate for appointment to the school system and for admission into the junior college of school of education.	No.	Emphasis on health in hygiene class.
Boss County Normal, Cleveland School of Education,	No.	Yes	Any physical defect, deformity, or indications of ill health.	No.	Students each semester must take 3 hours in hygiene and physical education aimed to safeguard health.
Kindergarten Primary Training School (Cleveland), Columbian County Normal.	No.	No.	Physical defects.	No.	Physical examination is to be required in the future.
Columbus Normal School, Ohio Co. County Normal School.	No.	Yes	Chronic ill health; physical defects.	No.	Same as for faculty.
Fairfield County Normal School.	No.	No.	Tuberculosis; this has not been formulated in hands of city welfare department.	No.	Under supervisor of physical education.
Dayton Normal School.	Y 69	Yes		No.	Physical exercise; this year students will be weighed and encouraged to bring themselves up to normal weight, if not normal.
Harrison County Normal, Huron County Normal, Logan County Normal.	No.	No.		No.	Courses in hygiene, physical education; all we can do to improve health and establish health habits.
Monroe County Normal, Oberlin Kindergarten Training School.	No.	No.		No.	Sanitation is taught; teach that through physical education children will form good health habits.
Union County Normal, Zanesville Normal School.	No.	No.		No.	Physical exercises.
				No.	Sanitary condition of building and rooms carefully observed.
				No.	Speech defects; tuberculosis; certain nervous conditions.
				No.	Physical exercise; tennis, walking, skating.
				No.	No.
			If not able to do the work well.		

## THE HEALTH OF THE TEACHER

## Faculty and student health supervision in teacher training institutions—Continued

Institution	Physical examination of faculty before employing	Physical condition excluding applicants		Efforts to safeguard or improve the health of—	
		From faculty	From freshman class	Faculty	Students
OKLAHOMA					
East Central State Teachers College (Ada).	No.	No.			
Colored Agricultural and Normal University (Langston).	No.	No.			
Northwestern State Teachers College (Alva).	No.	No.			
Central State Teachers College (Edmond).	No.	No.			
Northeastern State Teachers College (Tahlequah).	No.	No.			
Southwestern State Teachers College (Westertord).	No.	No.			
OREGON					
Oregon Normal School (Monmouth).	No.	Yes.			
PENNSYLVANIA					
Moonshburg State Normal.	No.	Yes.			
State Normal (California).	No.	Yes.			
Heyney Training School for Teachers.	No.				
Marion State Normal.	No.				

THE HEALTH OF THE TEACHER

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Edinboro State Normal.	No.....	Yes.....	Evidence of lack of high vitality level.	Same as for faculty work and play.	Yes, human schedules of health education; under direct or's supervision.
State Normal School (Indiana).	No.....	Yes.....	Any marked deformity or disease.	Yes, the ordinary care: good food, exercise, and caution.	Yes, health week and month; nurses' club, outdoor sports, trained nurse.
Keystone State Normal Central State Normal (Lock Haven).	No.....	No.....	Deformity or disease unfavorably affecting work of a public-school teacher.	Deformity, nurse, sanitary buildings.	Overseen in health education. Same as for faculty plus physical training, athletics and health courses.
Marshall State Normal.	No.....	Yes.....	Any apparent physical ailments.	Yes, school physician; physical exercise; golf, tennis, swimming, Members of faculty consult school nurse and school physician.	Under general care of school nurses.
Millersville State Normal.	No; personal interview.	Health certificate required; examined by physical culture department.	Tuberculosis or any acute disease preventing successful teaching.	Anything that might interfere with prospects as teacher. Practically the same as for faculty.	Courses in physical education and hygiene.
Philadelphia School.	Normal	Certificate is furnished by the director of the division of medical inspection of public schools.	See pamphlet.	See pamphlet.	As good an environment as possible is furnished.
Shipley Rock State Normal.	State Normal.	No.....	Unfitness for work.	Tuberculosis or general physical inability.	Physician, nurse, dietitian; regular habits of life insisted upon, including food, recreation, sleep, exercise. Yearly medical examination courses in nutrition; special diet for under-nourished.
State Normal School (Philadelphia).	No.....	Required to bring physician's certificate.	Tuberculosis or any other contagious disease.	Same as for faculty.	Yes; all possible preventive measures.
State Normal School (West Chester).	No.....	Yes.....	Can not specify; never had a case arise.	No.....	No.
SOUTH CAROLINA	In a general way.	Yes.....	Tuberculosis.	Nothing formal; encouraged to exercise and care for health.	Advise of nurse and health education director, particularly in sports, etc.; all students are in physical education work.
State Agricultural and Mechanical College (Orangeburg).	Yea.....	Yes.....	Tuberculosis.	Periodic examinations.	Periodic examinations.
SOUTH DAKOTA	Yes.....	Yes.....	Poor health; certain infections. Venereal diseases.	Yes,	Volley ball, tennis, golf.
Eastern State Teachers College (Madison). Southern State Normal (Springfield).	No.....	Yes.....			Two years of physical education required of all students.

## THE HEALTH OF THE TEACHER

Faculty and student health supervision in teacher training institutions—Continued

Institution	Physical examination of faculty before employed	Physical condition excluding appointments		Efforts to safeguard or improve the health of—	
		From faculty	From freshman class	Faculty	Students
Spearfish Normal School, TENNESSEE	No.	After entrance	No regulation	No	School physician and school nurse; students may call upon either.
Norristown Normal and Industrial TEKSAS	No.	No.	Contagious disease	Only the usual precautions.	Only the usual precautions.
West Texas State Teachers College (Canyon).	No.	Yes	Communicable diseases or physical inability to do work; crippled or deformed.	Employ nurse; have faculty committee on public health.	
North Texas State Teachers College (Denton).	No.	Yes	None specified.	Required physical training and examination.	
Stephen F. Austin State Teachers College, Plans View College, UTAH	No.	No, but will be.	Contagious or infectious diseases.	All are required to take physical education.	
Dixie College (St. George), VERMONT	No.	No.	Any prominent physical disability.	Yes.	Physical education course.
State Normal Training School (Castleton), VIRGINIA	No.	No.	Social diseases, tuberculosis, epileptic fits.	Have access to school physician.	
Virginia Normal and In- dustrial Institute (Ef- frick).	No.	Yes	Unless disease is obvious, it would probably not be detected.	Physical education and health hygiene; most of the students are given examinations.	A physician and two nurses; each student has two examinations a year and required to take courses in the open air.
			Tuberculosis or some an- imal condition.	Tuberculosis or any other organic trouble.	Nothing of a special nature.

THE HEALTH OF THE TEACHER

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State Teachers College (Frederickburg).	No; but physical condition is investigated.	Any contagious trouble--		Yes; corrective gymnastics, outdoor exercise; proper diet; "fresh air"; medical treatment; trained nurses, and physician; thorough physical examinations made of students.
		Yes, excellent living conditions, arrangements for recreation, exercise and special diet.	No, any disability that would seriously interfere with work.	
Hampton Normal and Agricultural Institute.	No.	Yes; general medical examination, physical examination.	Communicable disease and anything preventing satisfactory work.	Any disability that would seriously interfere with work.
State Teachers College (Harrisonburg).	No.	Yes.	Yes.	The same as for faculty.
Richmond Normal School.	Yes.	Yes.	Yes.	The same as for faculty.
<b>WASHINGTON</b>		Certificate required.	Recent illness indicating chronic ailment.	Tuberculosis, epilepsy, social disease, serious physical deformity.
<b>WEST VIRGINIA</b>		Yes, all students.	No.	Same as for faculty.
<b>CONCORD STATE NORMAL - STATE NORMAL (Glenville), STORE COLLEGE (HARPERS FERRY), SHEPHERD STATE NORMAL (SHEPHERDSTOWN), STATE NORMAL SCHOOL (WEST LIBERTY).</b>		No.	No.	Tuberculosis or any contagious disease. Infection or communicable disease.
<b>WISCONSIN</b>		No.	No.	Contagious or infectious disease or serious physical defect.
<b>BUFFALO COUNTY RURAL NORMAL (ALMA), COUNTY NORMAL (BERLIN)</b>		No.	No.	Poor health, chronic ailments, physical disability.
<b>RURAL COUNTY NORMAL (FOND DU LAC), ROCK COUNTY RURAL NORMAL (JANESVILLE).</b>		Yes.	Only one-year course.	Communicable disease or tuberculosis.
		Yes.	Can not say.	Can not say.

## THE HEALTH OF THE TEACHER

## Faculty and student health supervision in teacher training institutions—Continued

Institution	Physical examination of faculty before employed	Physical examination of student before entering	Physical condition excluding applicants	Effort to safeguard or improve the health of—
	From faculty	From freshman class	Faculty	Students
WISCONSIN—continued Stephenson Training School (Marinette). State Normal (Milwaukee).	No No Yes	Never has been None None	None. Organic disease, tuberculosis, heart trouble; severely crippled. None.	Have a fair system of ventilation. No. Rest room only. No.
Jankosh State Normal— State Normal School (Platteville).	No	For entrance into physical education classes. Yes	None.	Building and equipment well cared for. Tuberculosis, active goiter, epilepsy, decided physical deformity.
Hancock County Rural (Plymouth).	No	Yes		
Marinette County Normal (Rhinelanders). Barron County Normal (Ice Lake). Vilas County Normal.	No No No	No No No	Any visible deformity Apparent inability to stand the strain.	Any visible deformity Same as for faculty.
Hancock Normal (River Falls). Valk County Normal (St. Croix Falls). State Normal (Stevens Point).	No No No	Yes Yes No		No.
Vacine-Kenosha Rural Normal (Union Grove).	No		Any evidence of lack of robust health, active goiter, heart trouble, tuberculosis. No; urged to present certificate of health.	Faculty is advised to take active exercises and reveal habits of good health. Infirmary; strict observance of health regulations; physical education; annual inspection.
				Private bath; rest room.

## THE HEALTH OF THE TEACHER

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Superior-state Normal.			Not being in good physical condition.	Not being in good physical condition.
Vernon County Normal (Viroqua).	No.	Physician's certificate required.		

Nothing is done in a special way; physician in faculty attends students free. Close cooperation with county nurse.

## THE HEALTH OF THE TEACHER

*Teacher health supervision.*

States and Territories	State laws	Regulation of State department of education	Health laws or regulations for employment of teachers		Efforts to improve or safeguard the health of teachers	
			Provide for physical examination of public-school teachers	Prohibit employment of teachers with certain diseases	State laws	Regulations of State Department of Education
Alabama	No.	No.	No.	No.	No.	No regulation relating specifically to teachers. No. No.
Alaska	No.	No.	No.	No.	No.	No.
Arizona	Yes	Yes	No.	No.	No.	No.
Arkansas	Yes	Yes	Yes	Yes	No.	No.
California	Yes	Yes	Yes	Nothing	Nothing specifically for teachers.	No.
Connecticut	Yes	Yes	Yes	Yes	No.	No.
Delaware	Yes	Yes	Yes	Yes	No.	No.
District of Columbia	Yes	Yes	Yes	Yes	No.	Physical examination of applicants for normal school and applicants for teaching positions.
Florida	Yes	Yes	Yes	Yes	No.	All contagious diseases and those which interfere with good results of teachers' work. None.
Georgia	Yes	Yes	No.	No.	General health regulations.	Only a general requirement on sanitation of school buildings. No.
Idaho	Yes	Yes	No.	No.	County superintendent given certain power in refusing certificates.	Power to condemn buildings.
Illinois	Yes	Yes	No.	No.	Sanitary schoolhouse law.	No.
Indiana	Yes	Yes	Yes	Yes	Communicable diseases, addition to use of drug, temperament.	No.
Iowa	No.	No.	No.	No.	No.	Yes (exclusion of contagious diseases).
Kansas	Yes	Yes	Yes	Yes	Several cities have such regulations.	No Yes
Kentucky	Yes	Yes	Yes	Yes		

## THE HEALTH OF THE TEACHER

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Louisiana.....	Yes.....	Health certificate required. If town makes provision for medical inspection it may apply to teachers.	School commis- sioner has right to dismiss a teacher for cause.	Tuberculosis; all con- tagious diseases. No special diseases mentioned.	Yes in buildings to safeguard sight by arrangement of light and sanitary condi- tions; rest rooms.	No.	
Maine.....	Yes.....			Tuberculosis or other communicable dis- eases.	Active tuberculosis.	No.	
Maryland.....	Yes.....		Yes.....	No.	No.	No.	
Massachusetts.....	Yes.....		No.....	Yes, in effect.	No.	No.	
Michigan.....	Yes.....		No.....	No.	No.	No.	
Minnesota.....	Yes.....		No.....	Health certificate required.			
Mississippi.....	Yes.....		No.....	Yes; health cer- tificate required.			
Montana.....	Yes.....		No.....	Yes.....	No disease mentioned in the law.	No.	
Nevada.....	Yes.....		No.....	Yes.....	Tuberculosis and other communicable dis- eases.	School buildings may be condemned by board of health if a menace to health or bodily welfare of pu- pils or teacher.	
New Hampshire.....	Yes.....		No.....	Required in dis- tricts that have adopted medical inspection.	Must be free from any disease or physical defect which would interfere with suc- cess as a teacher.	No.	
New Jersey.....	Yes.....		No.....	Must file certi- ficate of physician.	Tuberculosis.	More and more is be- ing done to examine teachers and to safe- guard their health.	
New Mexico.....	Yes.....		No.....	Yes.....	No.	No.	
New York.....	Yes.....		No.....	No.	Medical inspection law and physical- training law; local boards of education can establish health requirements for teachers.	Sanitation regulations for standardized schools benefit teachers and pupils.	
North Carolina.....	Yes.....		No.....	Yes annually.	Tuberculosis and other contagious dis- eases.	Sanitary privies and water supply are re- quired.	
North Dakota.....				No.....	No.	No.	
Ohio.....	No.....		No.....	No.....	No.	No.	
Oklahoma.....				No.....	No.	Nothing but general laws.	

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## THE HEALTH OF THE TEACHER

States and Territories	State laws	Health laws or regulations for employment of teachers		Efforts to improve or safeguard the health of teachers	
		Regulation of State department of education	Regulations of State Board of health	Regulations of State department of education	Regulations of State Board of health
Oregon.....	Yes.....	No.....	No.....	No.....	No.....
Pennsylvania.....	Yes.....	Yes.....	Yes.....	No.....	No.....
Rhode Island.....	Yes.....	Yes.....	Yes.....	No.....	No.....
South Carolina.....	Yes.....	Yes.....	Yes.....	No.....	No.....
Tennessee.....	No.....	No.....	No.....	No.....	No.....
Vermont.....	No.....	No.....	No.....	No.....	No.....
West Virginia.....	Yes.....	Yes.....	Yes.....	No.....	No.....
Wisconsin.....	No.....	No.....	No.....	No.....	No.....
Wyoming.....	No.....	No.....	No.....	No.....	No.....

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